STRUCTURE OF CAREERS OF CAMPUS-LEVEL COMMUNITY
COLLEGE ADMINISTRATORS:
INTERNAL LABOR MARKET THEORY

By

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I thank all who assisted me or believed in me.

Finally, I express my love for my son, Brock Richard Massie.

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May 2003

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The purpose of this study was to investigate if the internal labor market theory

applies to the career histories of campus presidents, chief academic officers, and chief

workforce development officers. This study investigated the following:

- Extent of internal hiring and thus the extent to which there are boundaries between the community college administrative labor market and labor markets external to postsecondary education
- Extent of hiring from the community college pool itself, exclusive of four-year college personnel
- Career lines or sequences of positions
- Earned doctorate by administrators
- Career advancement activities
- Career mobility activities and
- Job search activities

We sent a survey and informed consent letter to 153 campus presidents, chief

academic officers, and chief workforce development officers employed at the 55

institutions that hold a Board of Directors seat for the League for Innovation. We tested

internal labor market theory to examine the extent of internal hiring and thus the extent of

boundaries between the community college administrative labor market and labor markets external to postsecondary education.

Our findings were consistent with those of Twombley's 1985 study for the positions of campus presidents and chief academic officers. In her study, campus presidents and chief academic officers were selected from within the community college internal labor market. Chief workforce development officers were more likely to be selected from or to have experience in labor markets external to postsecondary education.

The path to campus-level administration follows similar career lines for campus presidents, chief academic officers, and chief workforce development officers. he exception is that chief workforce development officers are more likely to have held a position outside of education.

CHAPTER 1
INTRODUCTION

Postsecondary education for the 21st century is emerging as a "postsecondary knowledge industry." The emergence of the postsecondary knowledge industry is being created by major forces in the larger societal environment. The key components of the postsecondary knowledge industry are information, labor markets, delivery of knowledge, and the capacity to teach and learn in a vast and flexible network. Many different types of institutions participate in the development and educational use of this industry.

The concept of industry is of critical importance to postsecondary education. An industry is often defined as a set of competing organizations that use similar resources, attract similar clients, and produce similar products and services. There are two critical features to the notion of an industry. First, it helps to define the competitive market or a segment of it. Second, industry is often the focus of attempts at governmental control or regulation. Community colleges can be recognized as a major industry in the current society (Petersen and Dill 1997).

Leadership in the postsecondary knowledge industry must be multidimensional. Leaders need a broad and future-oriented perspective, to be proactive, to address conflicts, to take risks, and to provide consistency and commitment in identifying and implementing change. Leadership also may need to lead at varying levels, including developing external strategies, guiding internal redesign and restructuring, supporting cultural and individual change, and coordinating change strategies (Petersen et al. 1997).

Leadership is defined as the art of getting others to do something that leaders are convinced should be done to improve the institution's mission. The art of leadership means that leadership is complex as opposed to being simple. Leaders will not find fast formulaic answers to decisions and problems. It is important for leaders to get others to do something that leaders believe is important. Leadership cannot exist if there are not followers (Fryer and Lovas 1991).

A leadership crisis is developing for community colleges across the nation, along with an unparalleled opportunity to meet the oncoming crisis. As senior administrators retire in record numbers, leadership will pass to a new generation (New Expeditions 1999).

College leadership is a rigorous endeavor; therefore community colleges must make a greater effort to prepare people for leadership. Senior administrators responsible for leadership in community colleges primarily consist of the college president, chief academic officer, and chief workforce development officers. These administrators provide direction, leadership, and day-to-day management of educational activities in community colleges. Educational administrators set educational standards and goals, and establish the policies and procedures to carry them out. They develop academic programs; monitor students' educational progress; train and motivate faculty and other staff; manage guidance and other student services; administer record keeping; prepare budgets; handle relations with parents, prospective/current students, employers, and the community; and perform many other duties (Occupational Outlook Handbook 2001).

<u>Internal Labor Markets and Careers</u>

Labor market behaviors are the result of a complex interaction of economic, institutional and political considerations. Until about 1990, a set of rules and norms

applying to the American labor market had been in place since World War II. American firms were fairly predictable and individuals seeking employment could plan their education and training for their careers. Since 1990, the institutional structure of the American labor market has been blown apart. Job security has eroded and the length of time an employee can expect to stay with an employer has shrunk (Osterman 1998).

Careers include the work histories and sequence of jobs people have held over their working lives. Careers may differ in level of reward trajectory, or reward rate of change. The incidence and types of job mobility between and within particular organizations and occupations also distinguish careers. There are barriers limiting mobility between certain sets of jobs. These mobility channels or pathways between jobs must be studied so we can understand the differential opportunities for advancement associated with diverse work structures (Kalleberg and Berg 1987).

<u>Community College Presidential Leadership</u>

Presidential leadership was influenced, mentored, and trained by founding presidents of the 1960s and 1970s. Many of today's presidents have adopted practices and philosophies of the founding presidents. Founding presidents contributed an unbridled zeal for promoting the community college mission by speaking to groups and telling the community college story. They highlighted the community college's mission to offer something for almost everyone, provided campuses within commuting distance of almost everyone, and showed that community colleges were legitimate and permanent educational institutions.

Current presidents have accepted the challenge to build on the foundations laid down by presidents in the earlier decades. Today's presidents continue to attend meetings and tell the community college story (Vaughan and Weisman 1998).

Currently, the community college presidency is more complex and risky. Community college presidents need a passion for the job; they also need support and recognition within and beyond the college. They must also have expertise in identifying community needs and resources. Future leadership roles for community college presidents are direction setting, shared governance, organizational environment, and concepts of revitalization and renewal (Harlacher and Gollattscheck 1994).

Chief Academic Officer Leadership

The chief academic officer is responsible for the significance of the community college instructional programs, for coordinating curriculum development, and for maintaining the college's instructional integrity. As new management styles, curriculum creation, community engagement, emphasis on learning communities, and developments in instructional technology evolved, the role of the chief academic officer has expanded (Erwin 2000).

It is incumbent on the chief academic officer to be informed, flexible, and technologically knowledgeable in the emerging academic world. Their approach to management accentuates the need for a variety of methods. This includes face-to-face contact with employees, influence and persuasion, and indirect methods (Erwin 2000).

Meeting internal and state regulations, as they relate to curriculum development, is a primary task of the chief academic officer. This can be a very difficult and time consuming task considering the college catalogue is revised every year or two. Curriculum changes become paramount due to the advancement of technologies and subject areas. The challenges for the chief academic officer are to apply regulations and direct the curriculum approval process in such a manner as to encourage course improvements (Erwin 2000).

Chief Workforce Development Officer Leadership

Career education in community colleges may be described by the terms vocational education, technical education, tech-prep, semiprofessional, occupational education, and workforce development. Community colleges provide employers with skilled workers and orient students to contribute to the workplace. There has been pressure from business and government for community colleges to develop more effective job-training programs (Lorenzo 1994).

Statement of the Problem

Community colleges face a challenge with leadership because of the impending administrator turnover. Forty-five percent of presidents surveyed by the American Association of Community Colleges in Fall 2000 indicated that they would be retiring within the next 6 years. Chief academic officers, who have traditionally moved into presidencies, are also reaching retirement age (Campbell 2002).

Community colleges must prepare more people for higher education leadership roles. Universities should initiate or strengthen leadership programs that will prepare a new generation of community college leaders.

It is imperative that America's community colleges develop a new generation of senior leadership if institutions are to operate successfully in an increasingly complex environment (New Expeditions 1999). The problem is to research if the internal labor market theory applies to the selection of campus-level community college administrators.

Purpose of the Study

This study expands and updates an earlier research study completed in 1985 by Dr. Susan Bailey Twombly. In her research, she used career histories of 2-year college presidents, chief academic officers, chief student affairs officers, and chief business

officers to identify the structure of labor markets in top-level administrative ranks in 2-year colleges.

The purpose of this study is to examine how internal labor market theory applies to the selection and hiring of campus presidents, chief academic officers, and chief workforce development officers. We investigated the following:

- The extent of internal hiring and thus the extent to which there are boundaries between the community college administrative labor market and markets external to postsecondary education
- The extent of hiring from the community college pool itself, exclusive of four-year college personnel
- Career lines or sequences of positions
- Earned doctorate by administrators
- Career advancement activities
- Career mobility activities and
- Job search activities

<u>Definition of Terms</u>

<u>Chief academic officer</u>: the person responsible for the instructional program at the college, or stated another way, the dean of instruction. Some colleges use the title academic dean; larger ones often use academic vice-president. Titles for the position will vary from state to state and from campus to campus. The dean of instruction tends to be the most the most common title, but the title used for this study will be chief academic officer (Vaughan 1990).

<u>Chief workforce development administrators</u>: chief line administrators in both specialized and comprehensive vocational institutions, (*e.g.* presidents, directors, deans) (Hopkins et al. 1998).

<u>Community college</u>: includes public community colleges, public 2-year technical colleges, and public junior colleges.

Labor markets: distinguished by careers and occupations where there is job security; room for advancement; mobility chains; and continuity of employment, salaried wages, and benefits (Wadsworth 2000).

President: includes the position titles of chancellor, chief executive officer, and president.

Limitations

This research was conducted acknowledging the following limitations.
The study was limited to campus presidents, chief academic officers, and chief workforce development officers at community colleges that are board of director institutions for the League for Innovation in the Community College.

As in all research where surveys are used, the surveys returned may not yield a representative sample. The study was limited because the method used was a survey. The study was limited based on the assumption that respondents were representative of the surveyed population

Significance of the Study

Community colleges have been in existence for over 100 years, with extreme growth during the 1960s. At the federal government level, legislators have become increasingly aware of the value of and supportive of community colleges to their constituents who seek out postsecondary education. More and more states are providing greater funding or additional support for community colleges. In many states more than 50% of the students enrolled in postsecondary education are at community colleges (Witt et al. 1994).

Twombly (1985) indicated that an internal labor market theory was useful in providing a framework for analyzing career structures in one type of occupational labor

market and for explaining why careers are structured in the ways in which they are. She found the following:

- Generally, administrator hiring was largely from within two-year colleges
- There are career lines common to a portion of each of administrators
- There are typical entry positions for career lines leading to each top-level position
- Most individuals in each position acquired additional academic degrees after entry and before assuming the current position.

Our study builds on previous research and further examines how internal labor market theory applies to the selection and hiring of top-level community college administrators.

<u>Summary</u>

Chapter 1 discussed the issues surrounding community college leadership and implications for the future. Community colleges are becoming part of the postsecondary knowledge industry. The delivery of knowledge, information, labor markets and the capacity to teach and learn in a vast and flexible network can be considered the key components of the postsecondary knowledge industry. Campus presidents, chief academic officers, and chief workforce development officers are top-level community college administrators who will lead institutions. The problem is that many administrators will retire within the next 6 years. Who will replace these administrators? Our study expands on previous research and investigates variables that lead to career advancement, job mobility, and job search activities.

CHAPTER 2
REVIEW OF LITERATURE

Internal Labor Markets

The labor market must be drawn on to reach the expected results when preparing

and training leadership for community colleges. Markets are the fundamental complexes

of patterned behavior, in which one must look for the origins of work structure and

processes. The five major types of markets that are especially important to work and

industry include labor markets, capital markets, product markets, resource markets, and

political markets (Kalleberg and Ivar 1987).

A substantial labor market supply exists within many industries. Eight years is the

average amount of time that workers today hold a job. Approximately forty percent of

men aged thirty and above hold jobs that will eventually last for eight years. Fifteen

percent of women aged thirty and above hold jobs that will last twenty years or longer.

Hence, the work experience is best characterized as stable and continuous not the popular

image of change and turnover. (Osterman 1984)

The use of the term "Labor Market" implies that there is enough uniformity of

behavior among certain workers and certain employers to warrant generalizations about

the actions of each. Labor markets are arenas in which one or more of the following are

similarly structured: employment, movement between jobs, development and

differentiation of job skills or wages (Althauser and Kalleberg 1981).

Social scientists have described two types of labor markets. The first, the firm

internal labor market (FILM) is confined to a single firm. The second type, the

occupational internal labor market (OILM), includes one or more related occupations and operates across more than one organization. The jobs in OILMs are generally ones that have professional position characteristics, including a high degree of education before entry (Twombley 1988).

Internal labor market theory indicates that the pricing and allocation functions of the market take place within rather than outside of the establishment. There are rules and procedures that govern which employees are eligible to move into jobs and how the decision is made. Wages are also taken into consideration and subject to formalized rules which determine the relationships among all the jobs within a given family. Family groups consist of ladders, ports of entry, and wage systems (Osterman 1984).

Internal labor market theory is important to an industry because of the relationship of industry with its workers. In some industries job assignment is determined by the willingness of workers to accept reassignment to different jobs as the need dictates. Other industries are restricted to a typical pattern is extreme and legal with attachment to particular assignments (Osterman 1984).

Internal labor market theory has been connected to various historical generalizations without regard for the complexity of underlying causal and temporal sequences. Characteristics of internal labor markets were adopted during two periods of crisis, World War I and the Great Depression. During these periods unions gained strength, personnel managers became influential and the state intervened in the labor market. Social norms of employment such as trade unionism, rather than a simple response to organizational growth, began the adaptation of internal labor markets.

Between 1915 and 1920 a substantial minority of industrial firms established personnel departments. These departments were fully centralized whose mandate was to

control the formulation of all labor related policy and execution. Personnel managers believed that an internal promotion system was a necessary feature of a well-managed firm. A plan for promotion and a policy of filling vacancies from within contributed to the establishment of internal labor markets (Jacoby 1984).

Neoclassical, radical, and institutional are the three basic approaches that have been taken toward internal labor markets. The neoclassical viewpoint of internal labor markets promote economic efficiency and can be explained by enterprise-specific human capital. Radical approaches to the internal labor market are functional for firms because they promote employee identification with enterprise goals and effective managerial control over work standards. Institutional approach requires that job and pay structures within internal labor markets are significantly affected by ongoing bargaining between the firm and workers or their organizations. Quasi-legal legitimacy attached to workers' desires for security and advancement, which is backed up by the ability of work groups to inflict damage upon the enterprise if norms are violated (Elbaum 1984).

Skill specificity, on-the-job training, and customary law are the factors that are responsible for internal labor markets and the rules that govern them. Skill specificity affects internal labor markets with increases in proportion of training cost borne by the employer, as opposed to the trainee, and the increase of absolute level of such cost. These effects tend to encourage employers to seek a reduction in labor turnover.

On-the-job training can provide either the larger proportion of skills actually used in the performance of work or is a prerequisite for the successful utilization of formal education. On-the-job training often is not recognized as a process, it is assumed that a worker who has "been around" for a while will know how to do certain things. The process of production, instruction provided by a supervisor, incumbent worker or

workers on neighboring jobs, and a rolling adjustment of tasks are both key elements of on-the-job training.

On-the-job training can appear to be costless, with little attention paid to the training process. Not all on-the-job training is free, however. On-the-job training may also be more economical than formal instruction in several ways: only skills that are required for the job are taught, therefore no excess training is involved; demonstration, as opposed to verbal communication takes place; and relevance of the instruction is apparent and yields a more attentive student.

Custom is the past practice or precedent in a work environment which establishes an unwritten set of rules in internal labor markets. A wide range of aspects can be covered by these governing rules, including discipline and compensation. Custom can be imported from the larger community where the work environment operates. Sanctioning is from outside social groups. Habits common to the group help establish work customs. Individuals develop these habits through conditioning or a reinforcement process in which the behavioral pattern is repeatedly associated with a reward (Doeringer and Piore 1971).

Two-year college administrative labor markets can consist of one or more occupational labor markets. Career lines and low-level entry positions are both characteristic of these occupational labor markets. A majority of 2-year college administrators have held a succession of jobs within higher education. Colleges have some unique organizational characteristics that argue against the existence of internal labor markets as typically defined. Few clearly defined steps upward in administrative hierarchies are found in occupational labor markets, unlike typical internal labor markets (Twombley 1988).

Organizations, such as higher education institutions, use career structures as a way to obtain work from people. Rewards, working conditions and prestige are assigned according to career level. Organizations believe people depend on achieving career orientation toward gaining a higher status within the organization.

A career can be defined as a sequence of jobs, with job shifts as the building blocks of an individual's career. These job shifts can provide significant rewards if they are upward. Changing of jobs depends on the nature of opportunity structure provided to an individual. Characteristics and job relevant resources often determine how individual jobs are structured, as well as how fast individuals move in and out of a job. Mobility opportunities can change over time as large social and economic structures, organizations, and individuals change.

Understanding and considering factors such as the opportunity structure, time, individuals' resources and characteristics, and the ways individual workers come to find out about or be chosen for new jobs is needed to fully comprehend the career process.

Structure can have many different meanings in theoretical content and empirical operationalization terms. Locating and describing opportunity structures within which careers take place can be done by tracing them inductively through observed job shifts, using observed shifts to estimate formal models of mobility and opportunity, or employing preexisting typologies and gradings either directly or indirectly. Vacancy chain models of job mobility assume that mobility depends on the availability of empty positions and that the filling of jobs is interdependent (Rosenfeld 1992).

Community College Leadership

Community colleges must prepare leadership growth and revitalization for the twenty-first century. Institutions have the obligation to develop new leadership models

that identify, develop, and select leaders who will guide programs in different capacities; and that select leaders with different backgrounds, different styles, and different skills. Currently in many community colleges women and minorities are being trained and prepared for leadership positions. These rising stars will be trained to assume positions as dean, vice-president, vice-chancellors and ultimately as presidents and chancellors (Harlacher and Gollattscheck 1994).

Community college leadership should involve the ability to catalyze people and to commit them to greater risks and intimacy, all for the purpose of translating a compelling vision into reality. But such leadership should not be absolved from performing management tasks. Individuals who hold key positions such as president must continue mastering state-of-the-art management skills, including traditional functions such as planning, evaluating, and follow-up. Community college leaders must also help their executive subordinates to make sure they maximize the development and use the organization's financial and human capital (Harlacher and Gollattscheck 1994).

Leadership in community colleges has become more complex and risky. Community college presidents need a passion for the job, and must generate support and recognition beyond the college proper. Nontraditional delivery of educational programs, and seeking information about special community needs and resources will be essential for community college presidents. The four major areas of concentration for community college leadership include direction setting, shared governance, organizational environment, and revitalization and renewal.

The twenty-first century has created dramatic changes in the community's demographic, social, and work patterns. These modifications demand more of the community colleges. Strong and creative community college leaders who can take charge

and provide vision and commitment to their respective institutions should be able to face these demands with great creativity (Harlacher and Gollattscheck 1994).

The most important responsibility of the community college governing board is selecting the college's president. The board makes the final decision on who becomes president (Vaughan and Weisman 1998).

Context and the particular demands of a social situation influence the type of leadership behavior and qualities sought in new leaders in community colleges. Ideas about leadership are shaped and constrained by beliefs and images about the kind of leadership called for and the characteristics required in those who assume leadership positions (Amey and Twombley 1991).

Regardless of work experience, educational preparation, community involvement, fund-raising or other qualifications, only two doors lead to employment as community college president. A person enters the presidency through the inside door if already employed by the college, and through the outside door if not already employed by the college. Evidence shows that both the inside and outside doors to the presidency can be opened. The individuals who receive a key need a positive relationship with trustees, a commitment to change, a vision for leadership, and a willingness to work tirelessly for the continuous improvement of the college (Moore 1998).

The average turnover of community college presidents is 30% every 2 years. Approximately one-quarter to one-third of all community college presidents are in some stage of leaving or thinking of leaving, voluntarily or involuntarily, during andy 2-year period. A new generation of senior leadership for America's community colleges is needed if institutions are to successfully operate in increasingly complex environments (Vaughan and Weisman 1998).

Community College Presidents

College Presidents make a difference in the lives and prospects of their institutions. Current and future success of community colleges will depend on the skill of the institutions leaders. Factors affecting outstanding community college presidents include:

- A completion of a terminal degree,
- Study of higher education and community college leadership
- Scholarly publishing and presentations
- Preparation as an agent of change
- Status as a community college insider
- Following non-traditional paths to the presidency
- Participating as a protégé in a mentor-protégé relationship
- Using peer networks and
- Knowledge of contemporary technology (McFarlin et al.1998)

A new model of executive leadership will be necessary and critical to the survival of the community college. The commission on the Futures of Community Colleges concluded that the key to the success of the American community college is the president. Community college presidents increasingly will need to be coalition builders. No longer will the hierarchical model of the industrial period suffice. Future community college presidents must be able to collaborate, bring together various constituencies, and encourage others within the college community as well (Duncan and Harlacher 1991).

The professional profile of the presidency has changed to some degree. Presidents today are working longer hours and are staying in the presidency longer than they did in 1984. The community college president's responsibilities may include business manager, fundraiser, chief policy mavern, keeper of the academic flame, handholder, backslapper, art and athletic devotee, childcare and technology advocate, public speaker, and vote counter. Community college presidents must take risks, be thick-skinned, and want to be in charge of an institution. The community college presidency can be

extremely rewarding when the goal is to do a better job of educating students and serving the community (Vaughan and Weisman 1998).

Community college presidencies basically can be one of three types; Chief Executive Officer (CEO) of a single-campus college, the chancellor of a multicampus college or multicollege district, and the campus president in a multicampus college or multicollege district. A CEO generally has a better feel for the campus and community pulse. Consensus building, by walking the halls and talking with staff is much easier in this environment.

In contrast, CEO's of multicampus colleges have little or no place to build a consensus since much of their time is spent at the district office. A CEO in this position relies on campus presidents to be team players in implementing the college's vision and agenda goals. Also, CEO's of multicampus colleges must develop programmatic efforts and public relations for a sense of community-wide agenda's. To accomplish this, a common strategy is to bring in business and civic leaders.

Campus presidents of multi-campus districts responsibilities include the fun things associated with educating students and running a college without board hassles. Chancellors/District Presidents often deal with the tough decisions. But, without working directly for the board these presidents continue to be second team members (Jensen 2000).

Vaughan and Weisman (1998) studied the personal characteristics of community college presidents. These character findings included demographics, educational backgrounds and lifestyle choices. In 1996, community college presidents were 82% male, and 18% female. The 18% for females was a significant increase from 1991, when only 11% were female. Vaughan and Weisman (1998) found that 85.6% of the

presidents were Caucasian, 5.2% African American, 4.9% were Hispanic, 1.9% Native American, and 1.5% Asian American. The average age of community college presidents is 54 years (range 29 to 72 years, mode 58 years).

In addition, 87% of community college presidents are affiliated with the Christian faith. Forty-seven percent of the presidents were members of the Democratic party and 26% were Republicans. Most presidents have a moderate political ideology. Finally, 41% of the presidents studied attended a community college and 37% earned an associate degree.

<div align="center">Chief Academic Officers</div>

The chief academic officer is primarily responsible for faculty recruitment and development and program identification and development. The chief academic officer reports directly to the president of the institution in community colleges.

A chief academic officer should be an individual who has the view of the "academic health" of the entire campus, which includes determining if there are soft spots in the curriculum, if there is a productive and satisfied faculty, and if there are support services that create an atmosphere where students can reach their learning potential. The chief academic role should also aid the academic divisions in providing instruction to students, finding the necessary resources, aiding in curriculum development, and serving as an advocate for instruction.

The chief academic officer should place an emphasis on the roles of leader and manager. Good leadership skills are necessary because they must manage a diverse group of individuals through the division chairs. This leadership can be in the form of partnering with the college constituents to organize and keep the college moving.

Successful chief academic officers have good "people skills". They are good at listening to people, able to build a team of individuals who can work together, have a vision, be forward thinking, and have a thick skin. Conflict resolution and skills used in negotiations are also invaluable for chief academic officers. Occasionally, department chairs may be at odds with each other; this will require chief academic officers to encourage them to recognize what they have in common (Vaughan 1990).

The role of chief academic officer requires highly competent people with a good sense of fairness, a broad view of teaching and learning, and an ability to put together personnel, curriculum, and budget issues. Curriculum changes, salary negotiations, working conditions for faculty, excellence in the classroom, and funding create pressures for chief academic officers. The chief academic officer is responsible for blending these issues and needs, while determining organizational priorities. Additional pressure comes from being involved in advisory committee meetings, state department changes, budget development, catalogue and schedules, state and local grant development, and board meetings (Andrews 2000).

<u>Chief Workforce Development Officers</u>

Workforce development administrators are continuously faced with challenges. They must seek opportunities for change and deal with issues related to the responsibility of inspiring and leading other educators, sometimes without authority to make changes. Vocational administrators can be effective by being ready to creatively approach change and establishing a climate of opportunity for everyone.

The process of vocational administrative leadership includes visionary leadership and the ability to motivate others to adopt the vision. The vocational administrator's role

is significantly changing. This affects vocational education and the organizational structures (Daughtry and Finch 1997).

General educational administrators and workforce development education administrators have contextual differences, responsibility differences, and distinguishable needs, according to the National Center for Research in Vocational Education (NCRVE). Leadership roles of workforce development education administrators have been unclear. Specifically, these roles include: the definition of leadership, leadership behavior, and measuring leadership effectiveness. Work role leadership attributes of successful workforce development administrators include maximum communication, listening skills, decision-making, tact, sensitivity, respect, information gathering and team building (Finch 1998).

<div align="center">Summary</div>

Chapter 2 discussed literature on that refer to community college leadership, campus presidents, chief academic officers, chief workforce development officers, and internal labor markets.

CHAPTER 3
DESIGN OF THE STUDY

Description of the Research

This study will expand and update earlier research completed in 1985 by Dr.

Susan Bailey Twombley. Dr. Twombley researched career histories of two-year college

presidents, chief academic officers and chief student affairs officers, and chief business

officers to identify the structure of the labor market or markets existing in top-level

administrative ranks in two-year colleges. Attention was given to the following:

- The extent of internal hiring and thus the extent to which there are boundaries between the community college administrative labor market and markets external to postsecondary education; also the extent of hiring from the community college pool itself, exclusive of four-year college personnel
- Career lines or sequences of positions
- Entry positions to a postsecondary education career, and
- Level of formal education earned after entry but before assumption of the current position (or the first position of the same title)

This study builds on previous research and further examines how internal labor

market theory applies to the selection and hiring of campus presidents, chief academic

officers, and chief workforce development officers.

Research Questions

The following research questions will guide this research:

1. To what extent are community college presidents, chief academic officers, and chief workforce development officers selected directly from within the postsecondary market rather than from external markets? Also, how many of these administrators are selected directly from four-year postsecondary institutions or have held four-year college positions at some point during their careers?
2. What career lines can be identified from the job histories of community college presidents, chief academic officers, and chief workforce development officer?

Career lines can be interpreted as conceptualizing related positions, identified position sequences which lead to top-level community college positions. An attempt can be made to place position sequences into clusters of common career patterns (Twombly 1985).

3. To what extent have campus presidents held a community college faculty position?

4. To what extent have chief academic officers held a community college faculty position?

5. To what extent have chief workforce development officers held a community college faculty position?

6. To what extent have campus presidents earned a doctorate?

7. To what extent have chief academic officers earned a doctorate?

8. To what extent have workforce development officers earned a doctorate?

9. What career advancement variables are important to campus presidents, chief academic officers, and chief workforce development officers?

10. What career mobility variables are important to campus presidents, chief academic officers, and chief workforce development officers?

11. What are the relationships between career advancement variables and career mobility variables for campus presidents, chief academic officers, and chief workforce development officers?

Instrument

The data was collected using a modification of the questionnaire Today's Academic Leader: A National Study of Administrators in Two-year Colleges. The Center for the Study of Higher Education at the Pennsylvania State University, in conjunction with the American Association of Community and Junior Colleges used this instrument to conduct a similar study during the academic year 1983-84. Dr. Kathryn M. Moore was Professor of Higher Education and Senior Research Associate at the Center for the Study of Higher Education, and directed the project at Pennsylvania State

University at that time of instrument development. Currently, she is Dean of the College of Education at North Carolina State University.

Twombley used the instrument in her 1990 article "Career Maps and Institutional Highways". In this research she provided a framework that views careers in administration as systems analogous to highway systems. She examined 3 important components of career systems: entry, development (career ladders) and exit. She also examined multiple career systems determined by job family or functional area, institutional type, and geographical region. (Twombley 1990)

The instrument was used again in 2002 by Amey and VanDerLinden. They conducted a national study of career paths for community college leaders. The focus was career paths, backgrounds, and the mechanisms administrators used to upgrade their skills and acquire additional knowledge and training.

The questionnaire used for this study sought a detailed listing of educational background (degrees earned, institutions, and dates), inquired about community college administrators, work history, and their participation in formal and informal activities that may have contributed to career advancement, career mobility and job search activities.

Content validity of the instrument was established by identifying a national panel of experts who were surveyed and identified the significant career advancement, career mobility, and job search variables which should be researched. The panel consisted of 1 East coast chancellor, 1 West coast chancellor, 1 East coast president, 1 West coast president, 1 Southern president, 3 Midwest presidents, 1 Senior Director of a state board, and the President of the National Council of Occupational educators. Panelists were provided a list of 10 questions proposed for this research in each of the categories of external activities, community activities, internal professional activities, reasons for

moving to an institution, reason for staying at an institution, and job search activities.

The top five questions in each were selected for this research. The following are the

items for content review:

<u>External Professional Activities</u>

- Paid external consultant
- American Council on Education Fellowship/Internship
- W.K. Kellogg Leadership Program Fellowship
- Other administrative fellowship/internship
- Higher education management institute
- Serve on board of directors of state or regional professional organization
- Serve on board of directors of national professional organization
- Attend specialized professional workshops or seminars
- Publication of books articles or technical materials
- Participation in organized community activities

<u>Community Activities</u>

- Local school(s)
- Philanthropic/cultural
- Church/religion
- Health and social services
- Civic/fraternal
- Economic development/business
- Political/governmental
- Social/environmental issues

<u>Internal Professional Activities</u>

- Formal written performance review
- Career review
- In-service staff development programs
- Temporary task or job rotation at similar level
- Participation in special institutional task forces, committees, and commissions
- Opportunity to take on additional responsibilities

<u>Reason for Moving to/Reasons for Remaining</u>

- Duties and responsibilities of the position
- Increased personal status and prestige
- Better institutional reputation
- Retirement/benefit plan
- Employment opportunities for spouse
- Educational opportunities for family

- Salary
- Perquisites (e.g. house, car)
- Competence/congeniality of colleagues
- Geographic location
- Potential for advancement
- Ready for a change
- Physical facilities of the institution
- Mission/philosophy of the institution

Job Search Activities

- Contacting colleagues at other institutions
- Developing new contacts
- Attending workshops or training programs
- Volunteering for additional responsibilities
- Informing higher level administrators
- Informing/consulting my mentor(s)
- Responding to nominations
- Contacting search agencies

Data Collection

The data was collected from campus presidents, chief academic officers, and chief workforce development officers at the 55 Board of Director institutions for the League for Innovation in the community college. All institutions were contacted by phone or e-mail to verify there were individuals holding the three positions at that campus. All institutions had a campus CEO and chief academic officer, however, not all had chief workforce development officers. The position of workforce development was a district-wide position in some cases. Each participant was asked to complete the survey and return it by a specific date. Each participant received a survey and a stamped self-address envelope. A three-step mailing process was used for the study. An initial mailing was sent on May 31, 2002. All participants were asked to respond by the date on the cover letter. Two weeks after the initial survey was sent, each participant was contacted by a follow-up e-mail. Six weeks after the initial survey, non-responders were contacted by a follow-up e-mail and phone call.

<u>Statistical Analysis</u>

A statistical analysis was completed for each of the 11 main research questions. The Statistical Package for the Social Sciences (SPSS) was used to collapse the data and determine cross-tabulations among the participants. The analysis was examined for the proportion of community college administrators that gave specific responses.

The analysis of campus presidents, chief academic officers, and chief workforce development officers measured the proportions that were selected directly from postsecondary institutions vs. external markets for question 1. Also, an analysis for each position was done to determine which administrators had held four-year college positions.

Question 2 included a qualitative description of career lines for community college presidents, chief academic officers, and chief workforce development officers. The research question asked what the career lines were for community college presidents, chief academic officers, and chief workforce development officers. Career lines can be interpreted as conceptualizing related positions, identified position sequences which led to top-level community college positions. An attempt was made to place position sequences into clusters of common career patterns.

For the purpose of this research, the coding scheme used was developed by Dr. Susan Bailey Twombly in her previous research <u>The Structure of Careers of Top-Level Two-Year College Administrators: Internal Labor Market Approach</u>. The coding scheme used is as follows:

First Previous Position (Campus Presidents/ Chief Academic Officer):
1. President, Campus Executive.
2. Acting President or Acting Campus Executive, Executive Vice-President.
3. Chief Academic Officer

4. Other line dean. Included in this category are chief business officers, chief student affairs officers, chief planning officers, and assistant to the president.
5. Other dean/director. This category includes all other deans and directors. Examples are registrar, director of financial aid, director of continuing education, all deans/directors of academic programs.
6. Associate/assistant/staff. All positions having a title prefix of associate/assistant/staff, with the exception of assistant to the president.
7. Faculty. All faculty of any rank.
10. Outside. Includes all positions held outside of higher education. For the purposes of this research, positions held at higher education agencies or other related organizations that are not on a college or university campuses were placed in this group.

First Previous Position (Chief Workforce Development Officer):
1. Chief Workforce Development Officer
2. Acting President or Acting Campus Executive, Executive Vice-President.
3. Chief Academic Officer
4. Other line dean. Included in this category are chief business officers, chief student affairs officers, chief planning officers, and assistant to the president.
5. Other dean/director. This category includes all other deans and directors. Examples are registrar, director of financial aid, director of continuing education, all deans/directors of academic programs.
6. Associate/assistant/staff. All positions having a title prefix of associate/assistant/staff, with the exception of assistant to the president.
7. Faculty. All faculty of any rank.
10. Outside. Includes all positions held outside of higher education. For the purposes of this research, positions held at higher education agencies or other related organizations that are not on a college or university campuses were placed in this group.

Second Previous Position:
Coding followed that of the first previous position, with the exception of the faculty category. At the level of the second and previous position, this category is split into faculty and department heads.

Third Previous Position: Only four categories of positions are used at this level.
1. Top administrative positions, including President, Campus Executive, Executive Vice-President
2. All other administrative positions
3. Faculty positions including Department Head
4. Positions outside of higher education

Fourth through Ninth Previous Positions: Positions are grouped into categories
1.   Administrative positions
2.   Faculty positions
10.   Positions outside higher education

All positions titles preceded by the word "acting" were coded with the appropriate category as if the title "acting" was not there. Question 3 included an analysis as to the extent campus presidents held a community college faculty position. Question 4 included an analysis as to the extent chief academic officers held a community college faculty position. Question 5 included an analysis as to the extent chief workforce development officers held a community college faculty position. Question 6 included an analysis as to the campus presidents who earned a Doctorate degree. Question 7 included an analysis as to the chief academic officers who earned a Doctorate degree. Question 8 included an analysis as to the extent chief workforce development officers who earned a Doctorate degree. Statistical frequencies, percentage, mean scores and gamma coefficients were used to examine the relationship between the 16 career variables in questions 9 and 10. A one-way ANOVA and tests of homogeneity were conducted to assess between-group differences in question 11.

Summary

Chapter 3 discussed our methodology for examining the structure of careers for community college leaders.

CHAPTER 4
RESULTS

Survey Responses

Requests for participation were sent to 153 campus presidents, chief academic officers, and chief workforce development officers, at the 55 institutions that hold a Board of Directors seat for the League for Innovation. There were 69 usable surveys returned for a 45% response rate. Survey results are presented for all campus presidents, chief academic officers, and chief workforce development officers who responded.

Participant Profiles

Table 1 depicts the gender patterns for all participants who participated in this research. The total number of male and female participants for all 3 positions was close to being equal. There was 1 more male participant the female participant. Females outnumbered males by 12% for both the positions of chief academic officer and chief workforce development officer.

Table 1   Gender

	Male (%)	Female (%)
All participants	35 (52%)	34 (48%)
Campus presidents	16 (61%)	10 (39%)
Chief academic officers	12 (44%)	15 (56%)
Chief workforce development officer	7 (44%)	9 (56%)
Total		

The ethnic patterns for the participants in this research are displayed in Table 2. Top-level community college administrative positions in this research are overwhelmingly dominated by Caucasians. Seventy-three percent of those who responded to the survey were Caucasian. Only 3 African Americans were campus

29

presidents, while only 2 Hispanics held the position of chief academic officers. Five

Asian Americans responded to the survey.

Table 2   Ethnicities of community college leaders

N= 69	All	Campus Presidents	Chief academic officers	Chief workforce development officers
Caucasian	51 (73%)	20 (77%)	18 (67%)	13 (81.1%)
African American	5 (7%)	3 (12%)	2 (7%)	0 (0%)
Hispanic	7 (10%)	2 (7%)	4 (15%)	1 (6.3%)
Asian American	5 (7%)	1 (4%)	3 (11%)	1 (6.3%)
Other	1 93%)	0 (0%)	0 (0%)	1 (6.3%)

Research Question 1

Question 1 asked which campus presidents, chief academic officers, and chief

workforce development officers were selected directly from postsecondary institutions

vs. external markets and which administrators have held four-year college positions.

Table 3 compares the internal selection versus the external selection of the

campus president, chief academic officers, and chief workforce development officers

from postsecondary institutions.

Table 3   Internal vs. external selection

	Internal selection	External selection
Campus presidents	26 (100%)	0 (0%)
Chief academic officers	26 (96%)	1 (4%)
Chief workforce development officers	13 (81%)	3 (19%)

Table 4 shows an analysis of which administrators have held 4-year college

positions during their career. Approximately one-third of all participants in this study

spent a portion of their career at a 4-year college. Specific positions were not analyzed,

but a review of the results indicate that community colleges administrators held both

administrative and faculty positions.

Table 4   Four year college experience

	4-year college experience	No 4-year college experience
Campus presidents	11 (42%)	15 (58%)
Chief academic officers	4 (14%)	23 (84%)
Chief workforce development officers	8 (50%)	8 (50%)

Research Question 2

Table 5 reports the first previous position held by campus presidents, chief academic officers, and chief workforce development officers. Top-level community college administrative positions were held by 73% of the campus presidents prior to accepting their current position. Most chief academic officers reported holding positions as chief academic officers, deans, or directors. One-fourth of the chief workforce development officers reported holding positions outside higher education and one-fourth had been a dean or director.

Table 5   Career lines/first previous position

	Campus presidents	Chief academic officers	Chief workforce development officers
President	5 (20%)	1(4 %)	2 (13%)
Acting president	3 (12%)	1 (4%)	1 (6%)
Chief academic officer	8 (31%)	3 (11%)	0 (0%)
Line/dean/director	4 (16%)	2 (7%)	1 (6%)
Other/dean/director	1 (3%)	10 (37%)	4 (25%)
Associate/assistant/staff	3 (12%)	6 (22%)	3 (19%)
Faculty	1 (3%)	2 (7 %)	1 (6%)
Outside higher ED	0 (0%)	1 (4%)	4 (25%)
No response	1 (3%)	1 (4%)	0 (0%)
Total	26 (100%)	27 (100%)	16 (100%)

Table 6 shows an analysis of the career lines for the second previous position held by administrators. Twenty-seven of campus presidents held the position of chief academic officer. Twenty-three percent of chief academic officers held the position of dean.

Table 6   Career lines/ second previous position

	Campus presidents	Chief academic officers	Chief workforce development officers
President	1 (4%)	0 (0%)	1 (6%)
Acting president	2 (7 %)	0 (0%)	0 (0%)
Chief academic officer	7 (27%)	0 (0%)	0 (0%)
Line/dean/director	7 (27%)	5 (18%)	1 (6%)
Other/dean/director	3 (11%)	6 (23%)	3 (19%)
Associate/assistant/staff	3 (11%)	5 (18%)	2 (12%)
Faculty	0 (0%)	7 (26%)	
Outside higher ED	2 (8%)	1 (4%)	
No response	1 (4%)	3 (11%)	

Table 7 shows an analysis of the career lines for the third previous position held by administrators. Fifty-eight percent of campus presidents and 37% of chief academic officers held other administrative positions. Twenty-five percent of chief workforce development held positions outside education.

Table 7   Career lines/third previous position

	Campus presidents	Chief academic officers	Chief workforce development officers
Top administrative positions	7 (26%)	3 (11%)	0 (0%)
Other administrative positions	15 (58%)	10 (37%)	4 (25%)
Faculty positions	1 (4%)	8 (30%)	4 (25%)
Outside higher ED	2 (8%)	3 (11%)	4 (25%)
No response	1 (4%)	3 (11%)	4 (25%)

Table 8 identifies the fourth previous position held by administrators. Sixty-two percent of campus president held administrative positions. Forty-four percent of chief workforce development officers held positions outside education.

Table 8   Career lines/fourth previous position

	Campus presidents	Chief academic officers	Chief workforce development officers
Administrative positions	16 (62%)	9 (33%)	2 (13%)
Faculty positions	5 (19%)	7 (26%)	3 (18%)
Outside higher ED	0 (0%)	6 (22%)	7 (44%)
No response	5 (19%)	5 (19%)	4 (25%)

Research Questions 3, 4 and 5

Research questions 3, 4, and 5 asked if campus presidents, chief academic

officers, and chief workforce development officers have held a community college

faculty position. Table 9 reports the responses to the questions about faculty experience.

Table 9   Faculty experience

	Have held a community college faculty position	Have not held a community college faculty position	No response
Campus presidents	15 (58%)	11 (42%)	0 (0%)
Chief academic officers	21 (78%)	5 (19%)	1 (3%)
Chief workforce development officers	7 (44%)	9 (56%)	0 (0%)

Research Questions 6, 7 and 8

Research questions 6, 7, and 8 asked participants what their postsecondary

educational experience was. Table 10 reports that overall 95% of the participants hold a

master's degree, and 86% had earned a doctorate degree.

Table 10   Educational experience

	Bachelors	Masters	Doctorate
Campus presidents	26% (100%)	25 (96%)	25 (96%)
Chief academic officers	27 (100%)	27 (100%)	27 (100%)
Chief workforce development officers	16 (100%)	14 (87%)	8 (50%)

Research Question 9

Participants were asked what career advancement variables are important to

campus presidents, chief academic officers, and chief workforce development officers.

The variables were grouped as external activities, community activities, mentoring, and

internal professional activities.

External activities were participation in organized community activities; the

publication of books, articles or technical materials; attendance at specialized

professional workshops or seminars; service on the boards of directors of national

professional organizations; and attendance at a higher education management institute.

Community activities were participation in community activities at local schools,

political and governmental community activities, economic development and business

community activities, philanthropic and cultural community activities, and civic and

fraternal community activities.   Mentoring was included as a separate variable. The term

mentor is used to identify a long-term, professionally centered relationship between two

individuals in which the more experienced mentor, guides, advises, and assists the career

of the less experienced protégé in numerous ways. Internal professional activities were

formal written performance review; career review; in-service staff development

programs; temporary task or job rotation; and participation in special institutional task

forces, committees, and commissions.

A Likert scale was used to evaluate responses. The scale of importance is listed

below:

1=Extremely Unimportant
2=Not Important
3=Important
4=Somewhat Important
5=Extremely Important

Tables 11 and 12 illustrates how all participants responded to the importance of

external activities that contribute to career advancement. Attendance at specialized

professional workshops or seminars and participation in organized community activities

had a mean score of 3.7.

Tables 13 and 14 illustrates how campus presidents responded to the importance

of external activities that contribute to career advancement. Participation in organized

community activities had a mean score of 3.8.

Table 11   All participants external activities

Descriptive statistics	N	Mean	Std. deviation
Participation in organized community activities	69	3.7391	1.0935
Publication of books, articles or technical materials	69	2.4348	1.0499
Attendance at specialized professional workshops or seminars	69	3.7391	.9018
Service on the board directors of national professional organization	69	2.6667	1.2446
Attendance at a higher education management institute	67	3.0448	1.0931
Valid N (listwise)	67		

Table 12   Frequency: all participants external activities

Descriptive statistics	1	2	3	4	5	Total
Participation in organized community activities	3 (4.3%)	6 (8.7%)	16 (23.2%)	25 (36.2%)	19 (27.5%)	69
Publication of books, articles or technical materials	11 (15.9%)	33 (47.8%)	11(15.9%)	12 (17.4%)	2 (2.9%)	69
Attendance at specialized professional workshops or seminars			5 (7.2%)	24 (34.8%)	24 (34.8%)	16 (23.2%)	69
Service on the board directors of national professional organization	13 (18.8%)	24 (34.6%)	10(14.5%)	17 (24.6%)	5 (7.2%)	69
Attendance at a higher education management institute	4 (5.8 %)	20 (29%)	18 (26.1%)	19(27.5%)	6 (8.7%)	67

Table 13   Campus presidents external activities

Descriptive statistics	N	Mean	Std. deviation
Participation in organized community activities	26	3.8846	1.1774
Publication of books, articles or technical materials	26	2.7308	1.0414
Attendance at specialized professional workshops or seminars	26	3.7308	.7776
Service on the board directors of national professional organization	26	3.3462	1.2310
Attendance at a higher education management institute	25	3.3200	0.9883
Valid N (listwise)	25		

Tables 15 and 16 illustrates how chief academic officers responded to the importance of external activities to career advancement. The responses indicate that participation in organized community activities and attending specialized professional workshops or seminars had the highest mean scores at 3.22 and 3.66 respectively. While

serving on the board directors of national professional organizations had the lowest mean

score of 2.07.

Table 14   Frequency: campus presidents external activities

Descriptive statistics	1	2	3	4	5	Total
Participation in organized community activities	2 (7.7%)	1 (3.8%)	4 (15.4%)	10 (38.5%)	9 (34.6%)	26
Publication of books, articles or technical materials	2 (7.7%)	11 (42.3%)	6 (23.1%)	6 (23.1%)	1 (3.8%)	26
Attendance at specialized professional workshops or seminars		1 (3.8%)	9 (34.6%)	12 (46.2%)	4 (15.4%)	26
Service on the board directors of national professional organization	2 (7.7%)	6 (23.1%)	3 (11.5%)	11 (42.3%)	4 (15.4%)	26
Attendance at a higher education management institute		7 (26.9%)	5 (19.2%)	11 (42.3%)	2 (7.7%)	25

Table 15   Chief academic officers external activities

Descriptive statistics	N	Mean	Std. deviation
Participation in organized community activities	27	3.2222	1.0127
Publication of books, articles or technical materials	27	2.2963	1.0309
Attendance at specialized professional workshops or seminars	27	3.6667	.9199
Service on the board directors of national professional organization	27	2.0741	0.9168
Attendance at a higher education management institute	27	3.0370	1.1923
Valid N (listwise)	27		

Table 16   Frequency: chief academic officers external activities

Descriptive statistics	1	2	3	4	5	Total
Participation in organized community activities	1 (3.7%)	5 (18.5%)	11 (40.7%)	7 (25.9%)	3 (11.1%)	27
Publication of books, articles or technical materials	5 (18.5%)	14 (51.9%)	4 (14.8%)	3 (11.1%)	1 (3.7%)	27
Attendance at specialized professional workshops or seminars		2 (7.4%)	11 (40.7%)	8 (29.6%)	6 (22.2%)	27
Service on the board directors of national professional organization	7 (25.9%)	14 (51.9%)	3 (11.1%)	3 (11.1%)		27
Attendance at a higher education management institute	2 (7.4%)	9 (33.3%)	5 (18.5%)	8 (29.6%)	3 (11.1%)	27

Tables 17 and 18 illustrates how chief workforce development officers responded to the importance of external activities to career advancement. Participation in organized community activities had a mean score of 4.3.

Table 17   Chief workforce development officers external activities

Descriptive statistics	N	Mean	Std. deviation
Participation in organized community activities	16	4.3125	.7042
Publication of books, articles or technical materials	16	2.0625	.9287
Attendance at specialized professional workshops or seminars	16	4.0000	0.9661
Service on the board directors of national professional organization	16	2.6250	1.2042
Attendance at a higher education management institute	15	2.8000	.9411
Valid N (list wise)	15		

Table 18   Frequency: chief workforce development officers external activities

Descriptive statistics	1	2	3	4	5	Total
Participation in organized community activities			2 (12.5%)	7 (43.8%)	7 (43.8%)	16
Publication of books, articles or technical materials	4 (25%)	9 (56.3 %)	1 (6.3%)	2 (12.5%)		16
Attendance at specialized professional workshops or seminars		1 (6.3%)	4 (25%)	5 (31.3%)	6 (37.5%)	16
Service on the board directors of national professional organization	3 (18.8%)	5 (31.3%)	4 (25%)	3 (18.8%)	1 (6.3 %)	16

Tables 19 and 20 illustrate how all participants responded to the importance of community activities that contribute to career advancement. The responses indicate that participating in economic development and business activities had the highest mean score at 3.8. While participating in political and governmental activities and participating in civic and fraternal community activities had the lowest mean scores of 2.92 and 2.97 respectively.

Campus presidents provided responses to what community activities contributed to the internal advancement. As indicated in Tables 21 and 22, campus presidents identified participation in economic development and business activities, along with

participation in philanthropic and cultural activities as key activities that contributed to

advancement.

Table 19   All participants community activities

Descriptive statistics	N	Mean	Std. deviation
Participation in activities at local schools	69	3.2464	1.0766
Participation in political and governmental activities	69	2.9275	1.1545
Participation in economic development and business activities	69	3.8261	.9994
Participation in philanthropic and cultural activities	69	3.1449	1.0610
Participation in civic and fraternal community activities	69	2.9710	1.1501
Valid N (list wise)	69		

Table 20   Frequency: all participants community activities

Descriptive statistics	1	2	3	4	5	Total
Participation in activities at local schools	2 (2.9%)	16 (23.2%)	25 (36.2%)	15 (21.7%)	11 (15.9%)	69
Participation in political and governmental activities	5 (7.2%)	25 (36.2%)	17 (24.6%)	14 (20.3%)	8 (11.6%)	69
Participation in economic development and business activities	1 (1.4%)	5 (7.2%)	20 (29.0%)	22 (31.9%)	21 (30.4%)	69
Participation in philanthropic and cultural activities	1 (1.4%)	21 (30.4%)	24 (34.8%)	13 (18.8%)	10 (14.5%)	69
Participation in civic and fraternal community activities	2 (2.9%)	30 (43.5%)	15 (21.7%)	12 (17.4%)	10 (14.5%)	69

Table 21   Campus presidents community activities

Descriptive statistics	N	Mean	Std. deviation
Participation in activities at local schools	26	3.2692	1.0414
Participation in political and governmental activities	26	3.3462	1.2310
Participation in economic development and business activities	26	4.1538	.6748
Participation in philanthropic and cultural activities	26	3.6923	1.0495
Participation in civic and fraternal community activities	26	3.5769	1.1375
Valid N (list wise)	26		

Participating in economic development and business activities had the highest

mean score as indicated by chief academic officers in Table 23. While participating in

political and governmental activities and participating in civic and fraternal community

activities had the lowest mean scores of 2.51.

Table 22   Frequency: campus presidents community activities

Descriptive Statistics	1	2	3	4	5	Total
Participation in activities at local schools	1 (3.8%)	4 (15.4%)	12 (46.2%)	5 (19.2%)	4 (15.4%)	26
Participation in political and governmental activities	1 (3.8%)	8 (30.8%)	3 (11.5%)	9 (34.6%)	5 (19.2%)	26
Participation in economic development and business activities			4 (15.4%)	14 (53.8%)	8 (30.8%)	26
Participation in philanthropic and cultural activities		4 (15.4 %)	7 (26.9%)	8 (30.8%)	7 (26.9%)	26
Participation in civic and fraternal community activities		7 (26.9%)	3 (11.5%)	10 (38.5%)	6 (23.1%)	26

Table 23   Chief academic officers community activities

Descriptive statistics	N	Mean	Std. deviation
Participation in activities at local schools	27	3.0370	1.0184
Participation in political and governmental activities	27	2.5185	1.0514
Participation in economic development and business activities	27	3.1852	1.0391
Participation in philanthropic and cultural activities	27	2.7778	0.9337
Participation in civic and fraternal community activities	27	2.5185	.9755
Valid N (list wise)	27		

A review of the frequency of responses by chief academic officers to the question

of what community activities contributed to career advancement found that several

participants identified participation in economic development and business activities as

important as shown in Table 24.

Table 24   Frequency: chief academic officers community activities

Descriptive statistics	1	2	3	4	5	Total
Participation in activities at local schools	1 (3.7%)	8 (29.6%)	9 (33.3%)	7 (25.9%)	2 (7.4%)	27
Participation in political and governmental activities	3 (11.1%)	13 (48.1%)	7 (25.9%)	2 (7.4%)	2 (7.4%)	27
Participation in economic development and business activities	1 (3.7%)	5 (18.5%)	13 (48.1%)	4 (14.8%)	4 (14.8%)	27
Participation in philanthropic and cultural activities	1 (3.7%)	10 (37%)	12 (44.4%)	2 (7.4 %)	2 (7.4%)	27
Participation in civic and fraternal community activities	1 (3.7%)	17 (63%)	5 (18.5%)	2 (7.4 %)	2 (7.4%)	27

The chief workforce development officers in this research did not feel that the
community activities of participating in political and governmental activities,
participating in civic and fraternal community activities, and participation in cultural and
philanthropic activities was important to career advancement as shown in Table 25.

Table 25   Chief workforce development officers community activities

Descriptive statistics	N	Mean	Std. deviation
Participation in activities at local schools	16	3.4375	1.2633
Participation in political and governmental activities	16	2.8750	1.0247
Participation in economic development and business activities	16	4.4375	.7274
Participation in philanthropic and cultural activities	16	2.8125	.9811
Participation in civic and fraternal community activities	16	2.8125	1.1087
Valid N (list wise)	16		

Table 26 illustrates the frequency of responses for community activities that
contribute to career advancement by chief workforce development officers. All
respondents indicated that participating in economic development and business activities
was important, somewhat important, or extremely important. Ten of the 16 participants
indicated that participating in political and governmental activities was important,
somewhat important, or extremely important. Ten of the 16 participants indicated that
participating in civic and fraternal community activities.

Table 26   Frequency: chief workforce development officers community activities

Descriptive statistics	1	2	3	4	5	Total
Participation in activities at local schools		5 (31.3%)	4 (25%)	2 (12.5%)	5 (31.3%)	16
Participation in political and governmental activities	1 (6.3%)	5 (31.3%)	6 (37.5%)	3 (18.8%)	1 (6.3%)	16
Participation in economic development and business activities			2 (12.5%)	5 (31.3%)	9 (56.3%)	16
Participation in philanthropic and cultural activities		8 (50%)	4 (25%)	3 (18.8%)	1 (6.3%)	16
Participation in civic and fraternal community activities	1 (6.3%)	6 (37.5%)	6 (37.5%)	1 (6.3 %)	2 (12.5 %)	16

Having someone to mentor community college administrators is rated high by the administrators who responded to this survey. Tables 27 and 28 illustrate how all participants responded to the importance of mentoring to career advancement.

Table 27   All participants mentoring

N	Mean	Std. deviation
69	4.058	1.149
69		

Table 28   All participants mentoring

	Frequency	Percent
1	1	1.4
2	9	13.0
3	10	14.5
4	14	20.3
5	35	50.7
Total	69	100.0

Tables 29 and 30 illustrate how campus presidents responded to the importance of mentoring to career advancement.

Table 29   Campus president mentoring

N	Mean	Std. deviation
26	4.3846	.9829
26		

Table 30   Campus president mentoring

	Frequency	Percent
2	2	7.7
3	3	11.5
4	4	15.4
5	17	65.4
Total	26	100.0

Tables 31 and 32 illustrate how chief academic officers responded to the importance of mentoring to career advancement.

Table 31   Chief academic officer mentoring

N	Mean	Std. deviation
27	4.037	1.1596
27		

Table 32	Chief academic officer mentoring	
	Frequency	Percent
1	1	3.7
2	2	7.4
3	5	18.5
4	6	22.2
5	13	48.1
Total	27	100.0

Tables 33 and 34 illustrate how chief workforce development officers responded

to the importance of mentoring to career advancement. Having someone to mentor

community college administrators in important to administrators.

Table 33	Chief workforce development officer mentoring	
N	Mean	Std. deviation
16	3.7500	1.2383
16		

Table 34	Chief workforce development officers mentoring	
	Frequency	Percent
2	4	25.0
3	2	12.5
4	4	25.0
5	6	37.5
Total	16	100

As indicated in Table 35 all participants responded to the importance of internal

professional activities to career advancement. The responses indicate that participating on

special institutional task forces, committees, and commissions had the highest mean

score at 4.2. The lowest mean score was in-service staff development programs at 3.0.

Table 35	All participants internal professional activities			
Descriptive statistics		N	Mean	Std. deviation
Formal written performance review		69	3.4928	1.0795
Career review		66	3.1818	1.1356
In-service staff development programs		69	3.0580	1.0273
Temporary task or job rotation		69	3.1594	1.3353
Special institutional task forces, committees, and commissions		68	4.2500	0.7799
Valid N (list wise)		65		

Sixty-eight of the 69 respondents indicated that the internal activity of participating on special institutional task forces, committees, and commissions was important, somewhat important, or extremely important to the advancement of community college administrators, as shown in table 36.

Table 36   Frequency all participants internal professional activities

Descriptive statistics	1	2	3	4	5	Total
Formal written performance review	1 (1.4%)	14 (20.3%)	18 (26.1%)	22 (31.9%)	14 (20.3%)	69
Career review		3 (4.3%)	19 (27.5%)	16 (23.2%)	19 (27.5%)	9 (13%)	69
In-service staff development programs	2 (2.9%)	22 (31.9%)	21 (30.4%)	18 (26.1%)	6 (8.7%)	69
Temporary task or job rotation	6 (8.7%)	21 (30.4%)	15 (21.7%)	10 (14.5%)	17 (24.6%)	69
Special institutional task forces, committees, and commissions			14 (20.3%)	23 (33.3%)	31 (44.9%)	68

In Table 37 the responses by campus presidents indicate that temporary task or job rotation was the least important internal activity that contributes to career advancement for campus presidents. Table 38 shows that 24 of the 26 respondents indicated that participating on special institutional task forces, committees, and commissions was important, somewhat important, or extremely important to their advancement.

Table 37   Campus presidents internal professional activities

Descriptive statistics	N	Mean	Std. deviation
Formal written performance review	26	3.5769	1.1017
Career review	23	3.4348	.9921
In-service staff development programs	26	3.2308	0.8629
Temporary task or job rotation	26	3.1538	1.3767
Special institutional task forces, committees, and commissions	26	4.4231	0.6433
Valid N (list wise)	23		

In Table 39 the responses by chief academic officers indicate that in-service staff development programs and career review was the least important internal activity that contributes to career advancement for chief academic officers. Table 40 shows that 26 of

the 27 respondents indicated that participating on special institutional task forces, committees, and commissions was important, somewhat important, or extremely important to their advancement.

Table 38   Frequency: campus presidents internal professional activities

Descriptive statistics	1	2	3	4	5	Total
Formal written performance review		6 (23.1%)	5 (19.2%)	9 (34.6%)	6 (23.1%)	26
Career review		5 (19.2%)	6 (23.1%)	9 (34.6%)	3 (11.5%)	26
In-service staff development programs		6 (23.1%)	9 (34.6%)	10 (38.5%)	1 (3.8%)	26
Temporary task or job rotation	2 (7.7%)	9 (34.6%)	5 (19.2%)	3 (11.5%)	7 (26.9%)	26
Special institutional task forces, committees, and commissions			2 (7.7%)	11 (42.3 %)	13 (50%)	26

Table 39   Chief academic officers internal professional activities

Descriptive statistics	N	Mean	Std. deviation
Formal written performance review	27	3.4444	1.1209
Career review	27	3.1481	1.1335
In-service staff development programs	27	3.1111	1.086
Temporary task or job rotation	27	3.5185	1.3118
Special institutional task forces, committees, and commissions	26	4.4231	0.8086
Valid N (list wise)	26		

Table 40   Frequency: chief academic officers internal professional activities

Descriptive statistics	1	2	3	4	5	Total
Formal written performance review	1 (3.7%)	4 (14.8%)	10 (37%)	6 (22.2%)	6 (22.2%)	27
Career review	1 (3.7%)	8 (29.6%)	8 (29.6%)	6 (22.2%)	4 (14.8%)	27
In-service staff development programs	1 (3.7%)	8 (29.6%)	8 (29.6%)	7 (25.9%)	3 (11.1%)	27
Temporary task or job rotation	1 (3.7%)	7 (25.9 %)	5 (18.5%)	5 (18.5%)	9 (33.3%)	27
Special institutional task forces, committees, and commissions			5 (18.5 %)	5 (18.5%)	16 (59.3)	26

In Table 41 the responses by chief workforce development officers indicate that temporary task or job rotation was the least important internal activity that contributes to career advancement for chief workforce development officers. Table 42 shows that all 16 respondents indicated that participating on special institutional task forces, committees, and commissions was important, somewhat important, or extremely important to their advancement.

Table 41   Chief workforce development officers internal professional activities

Descriptive statistics	N	Mean	Std. deviation
Formal written performance review	16	3.4375	1.0308
Career review	16	2.9375	1.2366
In-service staff development programs	16	2.7500	1.0646
Temporary task or job rotation	16	2.4375	.9639
Special institutional task forces, committees, and commissions	16	3.6875	0.7042
Valid N (list wise)	16		

Table 42   Frequency: chief workforce development officers internal professional activities

	1	2	3	4	5	Total
Formal written performance review		4 (25%)	3 (18.8%)	7 (43.8%)	2 (12.5%)	16
Career review	1 (6.3%)	7 (43.8%)	2 (12.5%)	4 (25%)	2 (12.5%)	16
In-service staff development programs		9 (56.3 %)		4 (25%)	1 (6.3 %) 2 (12.5%)	16
Temporary task or job rotation	3 (18.8 %)	5 (31.3%)	6 (37.5%)	2 (12.5%)		16
Special institutional task forces, committees, and commissions			7 (43.8 %)	7 (43.8 6%	2 (12.5%)	16

Gamma coefficient analysis was used to discover if there was a relationship between the career advancement variables through the use of correlational statistics. An analysis of the data (Tables 43 and 44) for all participants indicates there are 4 sets of career advancement variables were a significant relationship could be identified at the less than .05 level.

Career advancement variables participating in philanthropic and cultural activities and participating in civic and fraternal community activities had a gamma coefficient value of .845 with an approximate T score of 9.350 and approximate significance of .000. Formal written performance review and career review had a gamma coefficient value of .737 with an approximate T score of 8.179 and approximate significance of .000. Participating in political and governmental activities and participating in philanthropic and cultural activities Formal written performance review and in-service staff

development programs had a gamma coefficient value of .611 with an approximate T

score of 6.519 and approximate significance of .000.

Table 43   All participants career advancement variables

Q9. Participation in organized community activities	Q14. Participating in activities at local schools	Q20. Formal written performance review
Q10. Publication of books, articles or technical materials	Q15. Participating in political and governmental activities	Q21. Career review
Q11. Attending specialized professional workshops or seminars	Q16. Participating in economic development and business activities	Q22. In-service staff development programs
Q12. Serving on the board directors of national professional organization	Q17. Participating in philanthropic and cultural activities	Q23. Temporary task or job rotation
Q13. Attending a higher education management institute	Q18. Participating in civic and fraternal community activities	Q24. Special institutional task forces, committees, and commissions

Table 44   All participants career advancement gamma coefficients

		Value	Asymp. std. error	Approx. T	Approx. sig.
Q15-17	Gamma	.642	.098	5.377	.000
Q17-18	Gamma	.845	.060	9.350	.000
Q20-21	Gamma	.737	.085	8.179	.000
Q20-22	Gamma	.611	.081	6.519	.000
N of Valid Cases		69			

Tables 45 and 46 provide an analysis of the data for campus presidents that

indicates there are six sets of career advancement variables with a significant

relationship. The career advancement variables participating in philanthropic and cultural

activities and participating in civic and fraternal community activities had the strongest

gamma coefficient value of .845 with an approximate T score of 6.462 and approximate

significance of .000.

An analysis of the data for chief academic officers (Tables 47 and 48) indicates

there are 20 sets of career advancement variables were a significant relationship could be

identified. The strongest correlation was the career advancement variables participating

in political and governmental activities and participating in civic and fraternal

community activities which had a gamma coefficient value of .816 with an approximate

significance of .816.

Table 45   Campus presidents career advancement variables

Q9. Participation in organized community activities	Q14. Participating in activities at local schools	Q20. Formal written performance review
Q10. Publication of books, articles or technical materials	Q15. Participating in political and governmental activities	Q21. Career review
Q11. Attending specialized professional workshops or seminars	Q16. Participating in economic development and business activities	Q22. In-service staff development programs
Q12. Serving on the board directors of national professional organization	Q17. Participating in philanthropic and cultural activities	Q23. Temporary task or job rotation
Q13. Attending a higher education management institute	Q18. Participating in civic and fraternal community activities	Q24. Special institutional task forces, committees, and commissions

Table 46   Campus presidents career advancement gamma coefficients

		Value	Asymp. std. error	Approx. T	Asymp. sig.
Q14-17	Gamma	.661	.161	3.353	.001
Q15-16	Gamma	.709	.168	3.369	.001
Q15-17	Gamma	.793	.124	5.240	.000
Q17-18	Gamma	.845	.093	6.462	.000
Q20-21	Gamma	.716	.194	3.491	.000
Q20-22	Gamma	.691	.126	4.534	.000
N of valid cases		26			

An analysis of the data for chief workforce development officers (Tables 49 and

50) indicates there are 12 sets of career advancement variables were a significant

relationship could be identified. Career advancement variables participating in civic and

fraternal community activities and participating in philanthropic and cultural activities

had a gamma coefficient value of .846 with an approximate significance of .000.

<u>Research Question 10</u>

Participants were asked what career mobility variables are important to campus

presidents, chief academic officers, and chief workforce development officers. The

variables were grouped as reason for moving to the institution, reason for remaining at

the current institution, and job search activities.

The variables included as reasons for moving to the institution are mission and philosophy of the institution, potential for advancement, geographic location, institutional reputation, duties and responsibilities of the position.

Table 47   Chief academic officers career advancement variables

Q9. Participation in organized community activities	Q14. Participating in activities at local schools	Q20. Formal written performance review
Q10. Publication of books, articles or technical materials	Q15. Participating in political and governmental activities	Q21. Career review
Q11. Attending specialized professional workshops or seminars	Q16. Participating in economic development and business activities	Q22. In-service staff development programs
Q12. Serving on the board directors of national professional organization	Q17. Participating in philanthropic and cultural activities	Q23. Temporary task or job rotation
Q13. Attending a higher education management institute	Q18. Participating in civic and fraternal community activities	Q24. Special institutional task forces, committees, and commissions

Table 48   Chief academic officers career advancement gamma coefficients

		Value	Asymp. std. error	Approx. T	Asymp. sig.
Q10-12	Gamma	.626	.186	2.702	.007
Q11-12	Gamma	.600	.210	2.423	.015
Q14-17	Gamma	.668	.194	3.081	.002
Q15-16	Gamma	.698	.145	3.369	.001
Q15-18	Gamma	.816	.112	3.844	.000
Q18-16	Gamma	.760	.128	3.346	.001
Q17-18	Gamma	.701	.202	2.580	.010
Q17-15	Gamma	.698	.145	3.369	.001
Q20-21	Gamma	.798	.100	6.539	.000
Q20-22	Gamma	.668	.141	4.090	.000
Q20-24	Gamma	.758	.147	3.436	.001
Q21-22	Gamma	.682	.119	4.856	.000
Q22-24	Gamma	.658	.179	2.949	.003
Q23-24	Gamma	.626	.175	2.935	.003
Q9-14	Gamma	.743	.136	4.145	.000
Q9-15	Gamma	.600	.166	2.931	.003
Q9-17	Gamma	.617	.195	2.806	.005
Q10-15	Gamma	.630	.176	2.876	.004
37911	Gamma	.603	.187	2.511	.012
Q12-16	Gamma	.767	.111	4.065	.000
N of valid cases		27			

Table 49   Chief workforce development officers career advancement variables

Q9. Participation in organized community activities	Q14. Participating in activities at local schools	Q20. Formal written performance review
Q10. Publication of books, articles or technical materials	Q15. Participating in political and governmental activities	Q21. Career review
Q11. Attending specialized professional workshops or seminars	Q16. Participating in economic development and business activities	Q22. In-service staff development programs
Q12. Serving on the board directors of national professional organization	Q17. Participating in philanthropic and cultural activities	Q23. Temporary task or job rotation
Q13. Attending a higher education management institute	Q18. Participating in civic and fraternal community activities	Q24. Special institutional task forces, committees, and commissions

Table 50   Chief workforce development officers career advancement gamma coefficients

		Value	Asymp. std. error	Approx. T	Asymp. sig.
Q11-12	Gamma	.844	.101	6.444	.000
Q17-18l	Gamma	.846	.105	4.686	.000
Q20-21	Gamma	.743	.185	3.474	.001
Q22-24	Gamma	.608	.226	2.063	.039
Q9-17l	Gamma	.600	.262	2.040	.041
Q10-15l	Gamma	.667	.197	2.390	.017
Q11-15l	Gamma	.634	.152	4.013	.000
Q12-24l	Gamma	.723	.185	3.525	.000
Q14-22	Gamma	.733	.197	2.739	.006
Q15-21	Gamma	.606	.199	2.500	.012
Q16-13	Gamma	-.767	.225	-2.372	.018
Q18-10l	Gamma	.763	.155	3.022	.003
N of valid cases		16			

The variables included as reasons for remaining at the current institution are duties and responsibilities, salary, competence and congeniality of colleagues, potential for advancement and geographic location.

The job search variables included are contacting colleagues, developing new contacts, informing/consulting a mentor, attending workshops or training programs, and responding to position announcements.

As indicated in Table 51, all participants responded to reasons for moving to the current institution. The responses indicate that duties and responsibilities of the position

had the highest mean score at 4.3. The lowest mean score was potential for advancement

at 3.0.

Table 51   All participants reason for moving to the institution

Descriptive statistics	N	Mean	Std. deviation
Mission and philosophy of the institution	67	4.1045	1.1300
Potential for advancement	67	3.0896	1.1643
Geographic location	67	3.9104	1.2520
Institutional reputation	67	3.6866	1.1961
Duties and responsibilities of the position	67	4.3731	0.9018
Valid N (listwise)	67		

Sixty-five of the 67 respondents indicated that duties and responsibilities were

important, somewhat important, for moving to the current institutions shown in Table 52.

Only 41 of the 67 participants indicated that potential for advancement was important,

somewhat important, or extremely important.

Table 52   Frequency: all participants reason for moving to the institution

Descriptive statistics	1	2	3	4	5	Total
Mission and philosophy of the institution	2 (2.9%)	5 (7.2%)	12 (17.4%)	13 (18.8%)	35 (50.7%)	69
Potential for advancement	3 (4.3 %)	23 (33.3%)	16 (23.2%)	15 (21.7%)	10 (14.5%)	69
Geographic location	3 (4.3 %)	9 (13%)	10 (14.5%)	14 (20.3%)	31 (44.9%)	67
Institutional reputation	4 (5.8%)	8 (11.6%)	13 (18.8%)	22 (31.9%)	20 (29%)	69
Duties and responsibilities of the position	1 (1.4%)	1 (1.4%)	10 (14.5%)	15 (21.7%)	40 (58%)	69

Mission and philosophy of the institution had the highest mean score for reason

for moving to the current institution as indicated by campus presidents in Table 53.

Potential for advancement had the lowest mean score of 3.0.

Table 53   Campus presidents reason for moving to the institution

Descriptive statistics	N	Mean	Std. deviation
Mission and philosophy of the institution	25	4.4800	.9183
Potential for advancement	25	3.0400	1.3064
Geographic location	25	3.8400	1.2138
Institutional reputation	25	4.0000	1.1547
Duties and responsibilities of the position	25	4.4400	.8206
Valid N (list wise)	25		

A review of the frequency of responses by campus presidents, to the question of why participants to the current institution, identified mission and philosophy of the institution as important, as shown in Table 54.

Table 54   Frequency: campus presidents reason for moving to the institution

Descriptive statistics	1	2	3	4	5	Total
Mission and philosophy of the institution		1 (3.8%)	4 (15.4%)	2 (7.7%)	18 (69.2%)	26
Potential for advancement	1 (3.8%)	12 (46.2%)	2 (7.7%)	5 (19.2%)	5 (19.2%)	26
Geographic location	1 (3.8%)	3 (11.5%)	5 (19.2%)	6 (23.1%)	10 (38.5%)	26
Institutional reputation	1 (3.8%)	3 (11.5%)	1 (3.8%)	10 (38.5%)	10 (38.5%)	26
Duties and responsibilities of the position			5 (19.2%)	4 (15.4%)	16 (61.5%)	26

As indicated in Table 55 chief academic officers responded for moving to the current institution. The responses indicate that duties and responsibilities of the position had the highest mean score at 4.3. The lowest mean score was potential for advancement at 3.0.

Table 55   Chief academic officers reason for moving to the institution

Descriptive statistics	N	Mean	Std. deviation
Mission and philosophy of the institution	26	3.9231	1.1286
Potential for advancement	26	3.0000	1.0954
Geographic location	26	3.8846	1.2434
Institutional reputation	26	3.5000	1.2083
Duties and responsibilities of the position	26	4.3077	.9282
Valid N (list wise)	26		

Twenty-five of the 26 respondents indicated that duties and responsibilities were important, somewhat important, for moving to the current institutions shown in Table 56. Only 17 of the 26 participants indicated that potential for advancement was important, somewhat important, or extremely important.

Chief workforce development officers provided responses to reasons for moving to the current institution. As indicated in Table 57 duties and responsibilities of the position had the highest mean score at 4.6. The lowest mean score was potential for advancement at 3.2.

Table 56   Frequency: chief academic officers reason for moving to the institution

Descriptive statistics	1	2	3	4	5	Total
Mission and philosophy of the institution	1 (3.7%)	2 (7.4 %)	5 (18.5%)	8 (29.6%)	10 (37%)	27
Potential for advancement		2 (7.4%)	7 (25.9%)	8 (29.6%)	7 (25.9%)	2 (7.4%)	26
Geographic location	1 (3.7%)	4 (14.8%)	3 (11.1%)	7 (25.9%)	11 (40.7%)	26
Institutional reputation		2 (7.4%)	3 (11.1%)	7 (25.9%)	8 (29.6)	6 (22.2%)	26
Duties and responsibilities of the position			1 (3.7%)	5 (18.5%)	5 (18.5%)	15 (55.6%)	26

Table 57   Chief workforce development officers reason for moving to the institution

Descriptive statistics	N	Mean	Std. deviation
Mission and philosophy of the institution	16	4.0625	1.1236
Potential for advancement	16	3.2500	1.0000
Geographic location	16	4.2500	1.1255
Institutional reputation	16	3.7500	1.0646
Duties and responsibilities of the position	16	4.6250	0.5
Valid N (list wise)	16		

Table 58 illustrates the frequency of responses for reasons for moving to the current institution by chief workforce development officers. They indicated that duties and responsibilities were important, somewhat important, or extremely important. Fourteen of the 16 participants indicated that geographic location was important, somewhat important, or extremely important.

Table 58   Frequency: chief workforce development officers reason for moving to the institution

Descriptive statistics	1	2	3	4	5	Total
Mission and philosophy of the institution			2 (12.5%)	3 (18.8 %)	3 (18.8 %)	8 (50%)	16
Potential for advancement			4 (25%)	6 (37.5%)	4 (25%)	2 (12.5%)	16
Geographic location			2 (12.5%)	2 (12.5%)	2 (12.5%)	10 (62.5%)	16
Institutional reputation							
Duties and responsibilities of the position					6 (37.5%)	10 (62.5%)	16

As indicated in Table 59 all participants responded to the reasons for remaining at the current institution. The responses indicate that duties and responsibilities of the position had the highest mean score at 4.4. The lowest mean score was potential for advancement at 2.7.

Table 59   All participants reason for remaining at the current institution

Descriptive statistics	N	Mean	Std. deviation
Mission and philosophy of the institution	66	4.4091	.6789
Potential for advancement	67	3.5821	1.0610
Geographic location	67	4.1940	.8745
Institutional reputation	67	2.7313	1.2381
Duties and responsibilities of the position	66	3.7727	1.2502
Valid N (list wise)	65		

Sixty-six of the 67 respondents indicated that duties and responsibilities of the

position was important, somewhat important, or extremely important to the advancement

of community college administrators, as shown in Table 60.

Table 60   Frequency: all participants reason for remaining at the current institution

Descriptive statistics	1	2	3	4	5	Total
Mission and philosophy of the institution			7 (10.1%)	25 (36.2%)	34 (49.3%)	69
Potential for advancement	2 (2.9%)	10 (14.5%)	15 (21.7%)	27 (39.1%)	13 (18.8%)	67
Geographic location		3 (4.3%)	11 (15.9%)	23 (33.3%)	30 (43.5%)	69
Institutional reputation	10 (14.5%)	24 (34.8%)	15 (21.7%)	10 (14.5)	8 (11.6%)	67
Duties and responsibilities of the position	3 (4.3%)	10 (14.5%)	12 (17.4%)	15 (21.7%)	26 (37.7%)	66

In Table 61 the responses by campus presidents indicate that institutional

reputation was the least important career mobility activity. Table 62 shows that campus

presidents indicated that duties and responsibilities of the position were important,

somewhat important, or extremely important for remaining at the current institution.

Table 61   Campus presidents reason for remaining at the current institution

Descriptive statistics	N	Mean	Std. deviation
Mission and philosophy of the institution	25	4.4400	.6506
Potential for advancement	25	3.6800	1.0296
Geographic location	25	4.5600	0.5831
Institutional reputation	25	2.5200	1.2623
Duties and responsibilities of the position	24	3.7083	1.1602

In Table 63 the responses by chief academic officers indicate that potential for

advancement was the least important factor. Table 64 shows that 24 of the 26

respondents indicated competence and congeniality of colleagues was important,

somewhat important, or extremely important to career mobility.

Table 62   Frequency: campus presidents reason for remaining at the current institution

Descriptive statistics	1	2	3	4	5	Total
Mission and philosophy of the institution			2 (7.7%)	10 (38.5%)	13 (50%)	26
Potential for advancement	1 (3.8%)	3 (11.5%)	3 (11.5%)	14 (53.8%)	4 (15.4%)	26
Geographic location			1 (3.8%)	9 (34.6%)	15 (57.7%)	25
Institutional reputation	4 (15.4%)	13 (50%)	2 (7.7%)	3 (11.5%)	3 (11.5%)	26
Duties and responsibilities of the position	1 (3.8%)	3 (11.5%)	5 (19.2%)	8 (30.8%)	7 (26.9%)	26

Table 63   Chief academic officers reason for remaining at the current institution

Descriptive statistics	N	Mean	Std. deviation
Duties and responsibilities	25	4.4000	.7071
Salary	26	3.5769	.9454
Competence and congeniality of colleagues	26	4.0385	.9992
Potential for advancement	26	2.8077	1.3862
Geographic location	26	3.6538	1.4681
Valid N (list wise)	25		

Table 64   Frequency: chief academic officers reason for remaining at the current institution

Descriptive statistics	1	2	3	4	5	Total
Duties and responsibilities			3 (11.1 %)	9 (33.3%)	13 (48.1%)	25
Salary		3 (11.1%)	10 (37%)	8 (29.6%)	5 (18.5 %)	26
Competence and congeniality of colleagues	2 (7.4%)		6 (22.2%)	7 (25.9%)	11 (40.7%)	26
Potential for advancement	6 (22.2%)	5 (18.5%)	7 (25.9%)	4(14.8%)	4 (14.8%)	26
Geographic location	3 (11.1%)	4 (14.8%)	3 (11.1%)	5 (18.5%)	11 (40.7%)	26

Chief workforce development officers provided responses to reasons for

remaining at the current institution. As indicated in Table 65, duties and responsibilities

of the position had the highest mean score at 4.4. The lowest mean score was potential

for advancement at 2.8.

Table 66 illustrates the frequency of responses for reasons for remaining at the

current institution by chief workforce development officers. They indicated that duties

and responsibilities were important, somewhat important, or extremely important.

Table 65   Chief workforce development officers reason for remaining at the current
            institution

Descriptive statistics	N	Mean	Std. deviation
Duties and responsibilities	16	4.3750	0.7188
Salary	16	3.5625	1.1529
Competence and congeniality of colleagues	16	4.0000	.8944
Potential for advancement	16	2.8750	.8851
Geographic location	16	4.0000	1.1547
Valid N (list wise)	16		

Table 66   Frequency: chief workforce development officers reason for remaining at
            the current institution

Descriptive statistics	1	2	3	4	5	Total
Duties and responsibilities			2 (12.5%)	6 (37.5%)	8 (50%)	16
Salary		4 (25%)	3 (18.8%)	5 (31.3%)	4 (50%)	16
Competence and congeniality of colleagues		1 (6.3%)	3 (18.8%)	7 (43.8%)	5 (31.3%)	16
Potential for advancement	6 (37.5%)	7 (43.8%)	2 (12.5 %)	1 (6.3%)		16
Geographic location	2 (12.5%)		4 (25%)	2 (12.5%)	8 (50%)	16

Table 67 illustrates how all participants responded to job search activities. The
responses indicate that responding to position announcements had the highest mean score
at 3.9. The lowest mean score was attending workshops or training programs at 3.2.

Table 67   All participants job search activities

Descriptive statistics	N	Mean	Std. deviation
Contacting colleagues	62	3.3548	1.0573
Developing new contacts	63	3.6032	.9762
Informing/consulting a mentor	63	3.6190	1.1278
Attending workshops or training programs	63	3.2381	.9954
Responding to position announcements	62	3.9355	0.9729
Valid N (list wise)	61		

Fifty-nine of the 62 respondents indicated that responding to position
announcements was important, somewhat important, or extremely important job search
activities as indicated in Table 68.

In Table 69 the responses by campus presidents indicate that attending workshops
or training programs was the least important job search activity. Table 70 shows that 21

of the 22 campus presidents indicated that responding to position announcements were

important, somewhat important, or extremely important job search activities.

Table 68   Frequency: all participants job search activities

Descriptive statistics	1	2	3	4	5	Total
Contacting colleagues	3 (4.3%)	9 (13%)	22 (31.9%)	19 (27.5%)	9 (13%)	62
Developing new contacts	2 (2.9%)	4 (5.8%)	23 (33.3%)	22 (31.9%)	12 (17.4%)	63
Informing/consulting a mentor	2 (2.9%)	8 (11.6%)	20 (29%)	15 (21.7%)	18 (26.1%)	63
Attending workshops or training programs		1 (1.4%)	16 (23.2%)	19 (27.5%)	21 (30.4%)	6 (8.7%)	63
Responding to position announcements	2 (2.9%)	1 (1.4%)	16 (23.2%)	23 (33.3%)	20 (29%)	62

Table 69   Campus presidents job search activities

Descriptive statistics	N	Mean	Std. deviation
Contacting colleagues	22	3.2273	1.0204
Developing new contacts	23	3.4783	.9941
Informing/consulting a mentor	23	3.7826	1.0426
Attending workshops or training programs	23	3.1304	1.0137
Responding to position announcements	22	4.0455	1.0455
Valid N (list wise)	21		

Table 70   Frequency: campus presidents job search activities

Descriptive statistics	1	2	3	4	5	Total
Contacting colleagues	1 (3.8%)	2 (7.7%)	8 (30.8%)	7 (26.9%)	2 (7.7%)	23
Developing new contacts	1 (3.8%)	2 (7.7%)	8 (30.8%)	9 (34.6%)	3 (11.5%)	23
Informing/consulting a mentor		2 (7.7%)	9 (34.6%)	4 (15.4%)	8 (30.8%)	23
Attending workshops or training programs		8 (30.8%)	6 (23.1%)	7 (26.9%)	2 (7.7%)	23
Responding to position announcements	1 (3.8%)		5 (19.2%)	7 (26.9%)	9 (34.6%)	22

In Table 71 the responses by chief academic officers indicate that attending

workshops or training programs was the least important job search activity. Table 72

shows that 23 of the 24 respondents indicated responding to position announcements

was important, somewhat important, or extremely important job search activities.

Chief workforce development officers provided responses to job search activities.

As indicated in table 73 responding to position announcements and developing new

contacts had the highest mean score at 3.8. The lowest mean score was attending

workshops or training programs at 2.8.

Table 71   Chief academic officers job search activities

Descriptive statistics	N	Mean	Std. deviation
Contacting colleagues	24	3.5417	1.1788
Developing new contacts	24	3.5833	1.1001
Informing/consulting a mentor	24	3.6250	1.1349
Attending workshops or training programs	24	3.2917	1.0826
Responding to position announcements	24	3.8750	0.9918
Valid N (list wise)	24		

Table 72   Frequency: chief academic officers job search activities

Descriptive statistics	1	2	3	4	5	Total
Contacting colleagues	2 (7.4%)	2 (7.4%)	6 (22.2%)	9 (33.3%)	5 (18.5%)	24
Developing new contacts	1 (3.7%)	2 (7.4%)	9 (33.3%)	6 (22 .2%)	6 (22.2%)	24
Informing/consulting a mentor	2 (7.4%)	1 (3.7%)	6 (22.2%)	10 (37%)	5 (18.5%)	24
Attending workshops or training programs	1 (3.7%)	5 (18.5%)	7 (25.9%)	8 (29.6%)	3 (11.1%)	24
Responding to position announcements	1 (3.7%)		7 (25.9%)	9 (33.3%)	7 (25.9%)	24

Table 73   Chief workforce development officers job search activities

Descriptive statistics	N	Mean	Std. deviation
Contacting colleagues	16	3.3125	.9465
Developing new contacts	16	3.8125	.7500
Informing/consulting a mentor	16	3.5000	1.2111
Attending workshops or training programs	16	3.1875	.9106
Responding to position announcements	16	3.8750	.8851
Valid N (list wise)	16		

Table 74 illustrates the frequency of responses job search activities by chief

workforce development officers. They indicated that developing new contacts were

important, somewhat important, or extremely important job search activities.

Table 74   Frequency: chief workforce development officers job search activities

Descriptive statistics	1	2	3	4	5	Total
Contacting colleagues		3 (18.8%)	7 (43.8%)	4 (25%)	2 (12.5%)	16
Developing new contacts			6 (37.5%)	7 (43.8%)	3 (18.8%)	16
Informing/consulting a mentor		4 (25%)	5 (31.3%)	2 (12.5%)	5 (31.3%)	16
Attending workshops or training programs		4 (25%)	6 (37.5%)	5 (31.3%)	1 (6.3%)	16
Responding to position announcements	1 ((6.3%)		4 (25%)	7 (43.8%)	4 (25%)	16

An analysis of the data for all participants (Tables 75 and 76) indicates there are four sets of career mobility variables were a significant relationship could be identified. Career mobility variables competence and congeniality of colleagues and geographic location had a gamma coefficient value of .869 with an approximate T score of 10.158 and approximate significance of .000.

Table 75   All participants career mobility variables

Q26. Duties and responsibilities	31. Duties and responsibilities	Q36. Contacting colleagues
Q27. Salary	32. Salary	Q37. Developing new contacts
Q28. Competence and congeniality of colleagues	33. Competence and congeniality of colleagues	Q38. Informing/consulting a mentor
Q29. Potential for advancement	34. Potential for advancement	Q39. Attending workshops or training programs
Q30. Geographic location	35. Geographic location	Q40. Responding to position announcements

Table 76   All participants career mobility gamma coefficient

		Value	Asymp. std. error	Approx. T	Asymp. sig.
Q26-29	Gamma	.602	.094	6.010	.000
Q36-37	Gamma	.760	.102	6.267	.000
Q27-34	Gamma	.697	.089	6.845	.000
Q28-35	Gamma	.869	.052	10.158	.000
N of valid cases		69			

An analysis of the data for campus presidents (Tables 77 and 78) indicates are 11 sets of career advancement variables were a significant relationship could be identified. The seven sets of variables with fairly high positive correlation are reported. Career mobility variables competence and congeniality of colleagues and contacting colleagues and geographic location had a gamma coefficient value of .930 with an approximate T score of 8.898 and approximate significance of .000. Contacting colleagues and developing new contacts had a gamma coefficient value of .829 with an approximate T score of 4.813 and approximate significance of .000.

An analysis of the data for chief academic officers (Tables 79 and 80) indicates there are six sets of career mobility variables were a significant relationship could be

identified. Career mobility variables developing new contacts and had a gamma

coefficient value of .784 with an approximate T score of 4.823 and approximate

significance of .000. Competence and congeniality of colleagues and geographic

location had a gamma coefficient value of .730 with an approximate T score of 4.714 and

approximate significance of .000.

Table 77   Campus presidents career mobility variables

Q26. Duties and responsibilities	31. Duties and responsibilities	Q36. Contacting colleagues
Q27. Salary	32. Salary	Q37. Developing new contacts
Q28. Competence and congeniality of colleagues	33. Competence and congeniality of colleagues	Q38. Informing/consulting a mentor
Q29. Potential for advancement	34. Potential for advancement	Q39. Attending workshops or training programs
Q30. Geographic location	35. Geographic location	Q40. Responding to position announcements

Table 78   Campus presidents career mobility gamma coefficients

	Value	Asymp. std. error	Approx. T	Asymp. sig.
Q29-30	.656	.197	2.571	.010
Q31-33	.709	.209	2.254	.024
Q36-37	.829	.115	4.813	.000
Q26-37	.618	.217	1.982	.048
Q28-35	.930	.070	8.898	.000
Q29-35	.720	.147	3.435	0.001
Q31-40	.629	.226	2.139	.032
Q33-36	.800	.131	3.474	.001
Q33-37	.624	.253	2.093	.036
Q33-40	.747	.193	2.396	.017
Q34-27	.793	.144	4.163	.000
N of valid cases	26			

Table 79   Chief academic officers career mobility variables

Q26. Duties and responsibilities	31. Duties and responsibilities	Q36. Contacting colleagues
Q27. Salary	32. Salary	Q37. Developing new contacts
Q28. Competence and congeniality of colleagues	33. Competence and congeniality of colleagues	Q38. Informing/consulting a mentor
Q29. Potential for advancement	34. Potential for advancement	Q39. Attending workshops or training programs
Q30. Geographic location	35. Geographic location	Q40. Responding to position announcements

An analysis of the data for chief workforce development officers (Tables 81 and

82) indicates are 13 sets of career mobility variables were a significant relationship could

be identified. The five sets of variables with perfect positive correlation or fairly high

positive correlation are reported. Career mobility variables contacting colleagues and

developing new contacts had a gamma coefficient value of 1.00 with an approximate T

score of 6.844 and approximate significance of .000. Competence and congeniality of

colleagues and geographic location had a gamma coefficient value of .970 with an

approximate T score of 4.396 and approximate significance of .000.

Table 80   Chief academic officers career mobility gamma coefficients

	Value	Asymp. std. error	Approx. T	Asymp. sig.
Q26-29	.692	.120	5.855	.000
Q30-27	.631	.160	3.690	.000
Q37-39	.784	.115	4.823	.000
Q26-38	.605	.140	4.167	.000
Q28-35	.730	.122	4.714	.000
Q30-40	.642	.182	2.685	.007
N of valid cases	27			

Table 81   Chief workforce development officers Career mobility variables

Q26. Duties and responsibilities	31. Duties and responsibilities	Q36. Contacting colleagues
Q27. Salary	32. Salary	Q37. Developing new contacts
Q28. Competence and congeniality of colleagues	33. Competence and congeniality of colleagues	Q38. Informing/consulting a mentor
Q29. Potential for advancement	34. Potential for advancement	Q39. Attending workshops or training programs
Q30. Geographic location	35. Geographic location	Q40. Responding to position announcements

Table 82   Chief workforce development officers career mobility gamma coefficients

	Value	Asymp. std. error	Approx. T	Asymp. sig.
Q26-30	.625	.256	2.018	.044
Q27-30	-.625	.297	-1.816	.069
Q29-30	.617	.287	1.828	.068
Q32-34	.686	.212	2.790	.005
Q36-38	.722	.240	2.748	.006
Q26-36	.613	.202	2.616	.009
Q27-32	.649	.146	3.946	.000
Q27-34	.727	.131	4.899	.000
Q28-35	.970	.041	4.396	.000
Q31-36	.898	.113	3.910	.000
Q31-37	.692	.238	2.250	.024
Q33-37	-.656	.216	-2.570	.010
Q36-37	1.000	.000	6.844	.000
N of valid cases	16			

Research Question 11

The research was interested in finding out what are the relationships between the mean scores of the career advancement variables and career mobility variables for campus presidents, chief academic officers, and chief workforce development officers? The analyses (Tables 83-87) were done using a one way ANOVA which included test of homogeneity. The purpose of this analysis was to determine if any significant differences were evident. A significant relationship was defined as a value of less than 0.05. There was a significant difference between seven variables.

Table 83   One-way ANOVA

Q9. Participation in organized community activities	Q12. Serving on the board directors of national professional organization	Q15. Participating in political and governmental activities
Q17. Participating in philanthropic and cultural activities	Q18. Participating in civic and fraternal community activities	Q24. Special institutional task forces, committees, and commissions
33. Competence and congeniality of colleagues		

Table 84   ANOVA groups

		df	F	Sig.
Q9	Between groups	2	5.729	0.005
	Within groups	66		
Q12	Between groups	2	9.084	.000
	Within groups	66		
	Total	68		
Q15	Between groups	2	3.343	.041
	Within groups	66		
	Total	68		
Q17	Between groups	2	6.441	.003
	Within groups	66		
	Total	68		
Q18	Between groups	2	7.369	.001
	Within groups	66		
	Total	68		
Q24	Between groups	2	6.304	0.003
	Within groups	66		
	Total	67		
Q33	Between groups	2	3.799	.028
	Within groups	66		
	Total	66		

Table 85   ANOVA group means

	President	Chief academic officer	Chief workforce development officer
Q9	3.8846	3.2222	4.3125
Q12	3.3462	2.0741	2.6250
Q15	3.3462	2.5185	2.875
Q17	3.6923	2.7778	2.8125
Q18	3.5769	2.5185	2.8125
Q24	4.4231	4.4231	3.6875
Q33	4.5600	4.0385	4

Table 86   Test of homogeneity of variances

	Levene statistic	df1	df2	Sig.
Q12	3.211	2	66	.047
Q30	4.676	2	64	.013

Table 87   Test of homogeneity of variances means

Group		Q12	Q30
President	Mean	3.3462	4.44
	N	26	25
	Std. deviation	1.2310	.8206
Chief academic officer	Mean	2.037	4.1538
	N	27	26
	Std. deviation	.9398	1.1204
Chief workforce development officer	Mean	2.6250	4.6250
	N	16	16
	Std. deviation	1.2042	.5000
Total	Mean	2.6667	4.3731
	N	69	67
	Std. deviation	1.2446	0.9018

Q12. During your advancement as an administrator how important was serving on the board directors of national professional organization?

Q30. When you moved to the institution in which you now work, how important were duties and responsibilities of the position?

Summary

Chapter 4 discusses how the 69 participants responded to items on the survey Today's Academic Leader. Career advancement activities, job mobility activities and job search actives will be analyzed using descriptive analysis, qualitative analysis, correlations, and ANOVA.

CHAPTER 5
CONCLUSIONS AND RECOMMENDATIONS

Purpose of the Study

This study will expand and update an earlier research study completed in 1985 by Dr. Susan Bailey Twombley. In her research she used career histories of 2-year college presidents, chief academic officers and chief student affairs officers, and chief business officers to identify the structure of the labor market or markets, which may exist in top-level administrative ranks in 2-year colleges. The purpose of this study is to examine how internal labor market theory applies to the selection and hiring of campus presidents, chief academic officers, and chief workforce development officers.

Gender and Ethnicity

Vaughan and Weisman (1998) in a 1996 national study using the Career and Lifestyle Survey, found that 18% of the 679 presidents were female. Eleven percent of the presidents were female in 1991.

Analysis of labor market in this study indicates that the majority of community college administrators who participated in the study were male. Males outnumbered females by one participant in this study. The position of campus president had a much higher percentage of males than chief academic officer or chief workforce development officer. Sixty-one percent of the campus presidents were men.

The labor market indicated that for the position of chief academic officer females had a slightly higher percentage than males. Fifty-six percent of the chief academic officers were females.

There were also more female participants for the labor of chief workforce development officers. Fifty-six percent of the chief workforce development officers were female.

Analysis of the labor market and ethnicity in this study indicates that the majority of community college administrators who participated in the study were Caucasian. Fifty-one of the 69 participants in this study were Caucasian. Seven participants were Hispanic. Five African Americans and 5 Asian Americans participated in the study. One participant indicated other.

<u>Internal Labor Market Theory</u>

It is important strategy when preparing to lead a community college to position one's self as a community college insider. Community college presidents were recruited outside the community college system in the past. The current trend favors community college insiders (McFarlin et al.1999).

Community college presidents are selected after laboring in the instructional vineyards for a number of years. The academic route appears to be the pathway to the presidency. Only a small percentage of presidents are selected from student services, administrative services, and business or government (Kubala and Bailey 2001).

Chief academic officer or vice president with an academic overview is the position that the majority of presidents held prior to their first presidency. This continues to be the traditional career pathway leading to the presidency. Fifty-four percent of current presidents were in positions with academic overviews (Weisman and Vaughan 1998).

In her study Twombly found that very few presidents came directly to the current position from outside labor markets. Twombley noted that there are extensive boundaries

between 2-year labor markets and external labor markets. There are also extensive boundaries between 2-year institutions and 4-year institutions which at least extend to the position immediately preceding the current position (Twombley 1985).

This research would indicate support for the internal labor market theory for the positions of campus presidents and chief academic officers. The internal labor market dominates the selection of top-level community college administrators overall. Sixty-five (94%) of the participants in this study were selected for their current position from within the internal postsecondary labor market. Further, most of top-level community college administrators in this study were selected from the postsecondary community colleges internal labor market. Only 23 (34%) of the administrators in this study had experience at a 4-year college or university.

Thirty-one percent of the presidents surveyed held the position of chief academic officer as the first previous position and 20 were campus presidents. None were selected from outside education. Thirty-seven percent of the chief academic officers surveyed were other dean/directors, 22% were associate deans, and 11% were chief academic officers. Fourteen percent were selected from outside education, and 1 chief academic officer did not respond.

This research does not support the internal labor market theory for the position of chief workforce development officer. Twenty-five percent of the 16 chief workforce development surveyed were selected from outside education from the first previous position, 45% were selected from outside education for the second previous position, and 25% were selected from outside education for the third previous position.

Career Advancement

The results of research indicates that the internal labor market required a doctorate in educational administration or higher education is important those community college administrators wishing to become a campus president. Although the labor market may not require an earned doctorate before becoming a chief academic officer, most chief academic officers have earned that degree at some point in their career (Twombley 1985).

Eighty-eight percent of community college presidents held a doctorate in 2001. Forty-six percent of community college presidents earned a Ph.D., and 42% earned an Ed.D. The majority of community college presidents obtained their highest degree in some area of education (Vaughan and Weisman 1998).

A doctorate degree is the prerequisite to enter the presidential labor market. While some community college presidents have a master's degree as the highest degree, most institutions require their applicants hold a doctorate degree. Higher education and community college administration are the fields of study for doctorate degrees for most community college presidents (Vaughan and Weisman 1998).

Within the community college labor market, presidents and chief academic officers are the community college administrators most likely to have earned a doctorate degree. Eighty-seven percent of community college presidents and 74% of chief academic officers hold an Ed.D or Ph.D.

Only 20% of community college presidents received their degree in a liberal arts discipline, such as history or political science. Only 28% of chief academic officers hold a degree in the liberal arts. Less than 20% of occupational/vocational administrators and

business and industry administrators in the labor market earned a doctorate degree (Amey and VanDerLinden 2002).

This research study is consistent with and eclipses previous internal labor market theory research with regards to the number of community college presidents and chief academic officers that hold an earned doctorate. Ninety-six percent of the community college presidents who participated in this study held an earned doctorate. All of the chief academic officers who participated in this study earned a doctorate degree.

The internal labor market in this research indicates that the master's degree is the highest degree earned for the majority of chief workforce development officers. Eighty-seven percent held a master's degree, while only 50% held a doctorate degree.

The internal labor market suggests that career advancement in community colleges is directly related to formal and informal professional development opportunities. Campus presidents, chief academic officers, and chief workforce development report that they have participated in professional development activities. Administrators have participated in institutional task forces, specialized committees, or commissions. Opportunities have also been available to administrators to participate in professional development off-campus. Administrators indicated participation in leadership development programs, specialized internships, and conferences (Amey and VanDerLinden 2002).

Community college presidents identified internal activities, external relations, and professional development activities that relate directly to career advancement. Fifty-six percent of community college president's time is spent on internal activities such as administrative tasks, college meetings, and informal meetings. Thirty-one percent of their time focused on community activities, fund raising activities and legislative

activities. Professional meetings, professional reading, and teaching takes up approximately 13% of a community college presidents' time (Vaughan and Weisman 2002).

This research collected internal labor market data from participants on their perception of career advancement activities for external activities, community activities, mentoring, and internal professional activities.

Campus presidents and chief workforce development officers in this study identified participation in organized community activities as the most important external activity for career advancement within the internal labor market. External activities include giving speeches to local community organizations, serving on local boards, and joining organizations such as the Rotary club or Lions club. Involvement in community activities shows commitment to the community and provides knowledge of community needs. The publication of books, articles, or technical materials was not seen as necessary for career advancement in this labor market.

Chief academic officers indicated that it was necessary, in the community college internal labor market, for career advancement to attend specialized professional workshops or seminars. Internal labor market study indicated that deans, directors, or faculty members seeking the chief academic officer position should attend conferences and workshops that directly provide professional development opportunities.

The most important internal labor market community activity identified by community college campus presidents, chief academic officers, and chief workforce development officers in this research is participating in economic development and business activities. This is consistent with the internal labor market findings of Vaughan and Weisman (2002) who reported that only 5% of all presidents stated that they do not

serve on the board of a community based or nonprofit organization. Also, 11% of

presidents met with high-ranking officials of business and industry five times a week and

58% met with business and industry officials once a week.

When the internal labor market theory is applied to the activity of mentoring this

research found that for all positions in this study it was very important to internal career

advancement.

Recommendations

Future research should expand knowledge labor market theory for the position of

chief workforce development officer. This position is not as defined as the positions of

campus president or chief academic officer. Other general recommendations for future

study include:

- What is the impact of internal labor theory for African Americans, Hispanic, and Asian Americans that hold positions as top-level community administrators?
- Does the internal labor market theory apply to chief student affairs officers?
- Does the internal labor market theory apply to business officers?
- What role does the labor market and supervision have for career advancement?
- What type of internal labor market environment encourages career advancement?

Implications for Higher Education Administrators

The internal labor market theory requires that community college administrators

seeking career advancement to the position of campus president should seek out a

mentor; participate in organized community activities; attend specialized professional

workshops or seminars; participate in economic development and business activities; and

participate in special institutional task forces, committees, and commissions.

Community college internal labor markets indicates that career advancement to

the position of chief academic officer includes attending specialized professional

workshops or seminars; participating in economic development and business activities;

participating in activities at local schools; seeking out a mentor; and participating in special institutional task forces, committees, and commissions.

Chief workforce development officer internal labor market indicators are seeking out a mentor; participating in economic development and business activities; participating in organized community activities; and participating in special institutional task forces, committees, and commissions.

Internal labor market indicators, as identified by campus presidents in this study, include when selecting an institution administrators should consider the mission and philosophy of the institution, institutional reputation, and the duties and responsibilities of the position. Campus presidents felt that within this labor market administrators should consider competence and congeniality of colleagues, the duties and responsibilities of the position, and geographic location when deciding to remain at an institution. Campus presidents also indicated that job search activities should include responding to position announcements, informing or consulting a mentor, and developing new contacts. Chief academic officer labor market indicators in this study were that when selecting an institution, administrators should consider the mission and philosophy of the institution, the duties and responsibilities of the position, and geographic location. Chief academic officers felt that administrators should consider competence and congeniality of colleagues, and the duties and responsibilities of the position when deciding to remain at an institution. Chief academic officers labor market job search activities should include responding to position announcements, and informing or consulting a mentor.

The internal labor market for chief workforce development officers suggests when selecting an institution, administrators should consider the mission and philosophy of the institution, geographic location and the duties and responsibilities of the position.

The labor market indicated that administrators should consider competence and congeniality of colleagues, the duties and responsibilities of the position, and geographic location when deciding to remain at an institution. Chief workforce development officer's job search activities should include responding to position announcements, and developing new contacts according to the internal labor market in this study.

<div align="center">Summary</div>

Chapter 5 discusses findings, recommendations for future research, and implications for community college administrators. Discussion includes existing internal labor markets, internal labor market career lines, internal labor market career advancement activities, and internal labor market job search activities.

STRUCTURE OF CAREERS OF CAMPUS LEVEL COMMUNITY
COLLEGE ADMINISTRATORS

Purpose and Rationale: The purpose of this questionnaire is to examine the career
histories of community college presidents, chief academic officers, and chief workforce
development officers. Presidents will include those administrators whose title includes
chancellor, chief executive officer, or president. The title "chief academic officer" is used
to designate the person responsible for the instructional program at the college, or stated
another way, the dean of instruction. Chief workforce development administrators can be
defined as either the chief line business and industry, or vocational administrators in both
specialized, comprehensive, and vocational community college programs.

Design of the Survey: The survey will seek a detailed listing of educational background
(degrees earned, institutions, and dates); inquire about work history, and participation in
formal and informal activities that may have contributed to career advancement.
Respondents will be asked to list up to ten full-time professional positions in reverse
chronological order, including institutional affiliation and dates of employment. Personal
background questions will be asked for demographic purposes.

Please read all questions carefully. All responses will be treated confidentially.

Please return your completed survey by June 15,2002

Shawnee Community College
8364 Shawnee College Rd.
Ullin, IL. 62992
Attn.: Richard Massie, Vice President
Student and Administrative Services

A self-addressed envelope is provided for your convenience. Thank you for your time
and thoughtful participation in this project.

Please contact me at (618) 634-3245, or Institute of Higher Education, Department of
Educational Leadership, Policy, and Foundation, PO Box 117049, Gainesville, FL.,
32611.

Sincerely,

Dr. Dale Campbell   Richard Massie
Executive Director   Principal Investigator

CAMPUS LEVEL COMMUNITY COLLEGE LEADERSHIP SURVEY

In the new millennium community college administrators are facing many decisions concerning their own future as well as that of their institutions. This study is a way for you to assist in building a national knowledge base about community college administrators' careers. Because of the nature of the study you are asked to identify your position and your institution. You may be assured the confidentiality of your responses will be protected. Data will be released in the form of statistical summaries only; under no circumstances will information be reported on an individual basis. Please answer all questions. If you wish to comment on any question or qualify your answers, use the margins or a separate sheet of paper. Your responses on all items are important!

Q-1. According to the 2001-2002 Education Directory, your current title and institution are as indicated in the cover letter. If this information is incorrect, please make appropriate change(s) in the space provided:

_____   _____
Title   Institution

If the position you now hold is not an administrative one in a two-year community college, you do not need to complete the remainder of the questionnaire. Simply return the questionnaire to us so that we will know that you are no longer in the position listed.

Q-2. What is the title of the individual to whom you currently report?

_____

Q-3. What is the location of your current institution of employment?

County _____

State _____

Q-4. During the current academic year have you taught any courses?

    1) No
    2) Yes, at my present institution
    3) Yes, at a different institution

Q-6. Please list your earned degrees. (If you are currently enrolled in a degree program, note under the year column.)

	Institution	Primary Field	Degree or Certificate	Year
Associate	_____	_____	_____	_____
	_____	_____	_____	_____
Bachelor's	_____	_____	_____	_____
	_____	_____	_____	_____
Master's	_____	_____	_____	_____
	_____	_____	_____	_____
Doctorate	_____	_____	_____	_____
	_____	_____	_____	_____
Other	_____	_____	_____	_____
	_____	_____	_____	_____

Q-7. While enrolled in a graduate degree program, did you hold any of the following positions? (Circle numbers of all that apply)

	Master's	Doctorate
Research assistant	1	2
Teaching assistant	1	2
Program/residence hall assistant	1	2
Fellowship/traineeship	1	2
Other graduate appointment	1	2
Sabbatical or other forms of leave	1	2
Full-time job	1	2
Part-time job	1	2

PROFESSIONAL BACKGROUND

Q-8. We are interested in learning about your work history. Please list all paid professional positions you have held, beginning with your current position. (Include any part-time, jointly held or acting positions, but do not include

graduate assistant-type work). If you need more space, please attach an additional sheet or the relevant portion of your resume, deleting personal identification.

	Position	Institution or Company	Year From-To
1.	_____ (Current)	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____

The following items ask you to state how you feel about career advancement and career mobility issues. Please circle the option that best represents your feelings.

We are interested in learning about external professional activities which you feel have contributed to your professional advancement as an administrator. Please circle the option that best represents your feelings. Questions 9-13

		Extremely Unimportant	Not Important	Important	Somewhat Important	Extremely Important
Q-9.	During your advancement as an administrator how important was participation in organized community activities?	1	2	3	4	5
Q-10.	During your advancement as an administrator how important was participation in the publication of books articles, technical materials?	1	2	3	4	5

Q-11. During your advancement   1   2   3   4   5
as an administrator how
important was attending
specialized professional
workshops or seminars?

Q-12. During your advancement   1   2   3   4   5
as an administrator how
important was serving on
the board directors of a
national professional
organization?

Q-13. During your advancement   1   2   3   4   5
as an administrator how
important was attending a
higher education
management institute?

We are interested in learning about community activities that you feel have contributed to your professional advancement as an administrator. Please circle the option that best represents your feelings. Questions 14-18

	Extremely Unimportant	Not Important	Important	Somewhat Important	Extremely Important
Q-14. During your advancement as an administrator how important was participating in community activities at local schools?	1	2	3	4	5
Q-15. During your advancement administrator how important was participating in political and governmental community activities?	1	2	3	4	5
Q-16. During your advancement as an administrator how important was participating in economic development and business community activities?	1	2	3	4	5

Q-17. During your advancement as an administrator how important was participating in philanthropic and cultural community activities? 1 2 3 4 5

Q-18. During your advancement as an administrator how important was participating in civic and fraternal community activities? 1 2 3 4 5

The term mentor is often used to identify a long-term, professionally centered relationship between two individuals in which the more experienced individual, the mentor, guides, advises and assists in any number of ways the career of the less experienced protégé. Please circle the option that best represents your feelings.

	Extremely Unimportant	Not Important	Important	Somewhat Important	Extremely Important
Q-19. During your advancement as an administrator how important was having a mentor?	1	2	3	4	5

We are interested in learning about internal professional activities which you feel have contributed to your professional advancement as an administrator. Please circle the option that best represents your feelings. Questions 20-24

	Extremely Unimportant	Not Important	Important	Somewhat Important	Extremely Important
Q-20. How important has the internal professional activity, formal written performance review, been for your career advancement?	1	2	3	4	5
Q-21. How important has the internal professional activity, career review, been for your career advancement?	1	2	3	4	5

Q-22. How important has the   1   2   3   4   5
       internal professional
       activity, in-service staff
       development program,
       been for your career
       advancement?

Q-23. How important has the   1   2   3   4   5
       internal professional
       activity, temporary task
       or job rotation, been for
       your career advancement?

Q-24. How important has the   1   2   3   4   5
       internal professional
       activity, participation in
       special institutional task
       forces, committees, and
       commissions been for your
       career advancement?

CAREER MOBILITY ISSUES

We would like to know how you obtained your current position. Please circle the option that best represents your feelings.

Q-25. How did you first become a candidate for your current position? (Please circle one)

     1) Applied directly
     2) My mentor recommended me
     3) Was nominated by person(s) other than mentor
     4) Invitation from a search committee
     5) Assumed acting appointment
     6) Appointment by senior administrator
     7) Created position and got it funded
     8) Other (please specify) _____

B. Did you search for a job before accepting your present position? (circle number)

     1) No
     2) Yes, somewhat actively
     3) Yes, very actively

We are interested in learning about your reason for moving to the institution in which you now work. Please circle the option that best represents your feelings. Please circle the option that best represents your feelings. Questions 26-30.

		Extremely Unimportant	Not Important	Important	Somewhat Important	Extremely Important
Q-26.	When you moved to the institution in which you now work, how important was the mission and philosophy of the institution?	1	2	3	4	5
Q-27.	When you moved to the institution in which you now work, how important was the potential for advancement?	1	2	3	4	5
Q-28.	When you moved to the institution in which you now work, how important was geographic location?	1	2	3	4	5
Q-29.	When you moved to the institution in which you now work, how important was better institutional reputation ?	1	2	3	4	5
Q-30.	When you moved to the institution in which you now work, how important were duties and responsibilities of the position?	1	2	3	4	5

We are interested in learning about your reason for remaining at the institution in which you now work. Please circle the option that best represents your feelings. Questions 31-35

	Extremely Unimportant	Not Important	Important	Somewhat Important	Extremely Important
Q-31. Duties and responsibilities are the reasons keeping you where you are?	1	2	3	4	5
Q-32. Salary is the reason keeping you where you are?	1	2	3	4	5
Q-33. Competence and congeniality of colleagues are the reasons keeping you where you are?	1	2	3	4	5
Q-34. Potential for advancement is the reason keeping you where you are?	1	2	3	4	5
Q-35. Geographic location is the reason keeping you where you are?	1	2	3	4	5

We are interested in learning about your job search activities. Please circle the option that best represents your feelings. Questions 36-40

	Extremely Unimportant	Not Important	Important	Somewhat Important	Extremely Important
Q-36. Contacting colleagues at other institutions is the job search activity which you feel contributes to the professional advancement of a community college administrator.	1	2	3	4	5
Q-37. Developing new contacts is the job search activity which you feel contributes to the professional advancement of a community college administrator.	1	2	3	4	5

Q-38. Informing/consulting a   1   2   3   4   5
mentor is the job search
activity which you feel
contributes to the
professional advancement
of a community college
administrator.

Q-39. Attending workshops or   1   2   3   4   5
training programs are the
job search activities which
you feel contribute to the
professional advancement
of a community college
administrator.

Q-40. Responding to position   1   2   3   4   5
announcements is the job
search activity which you
feel contributes to the
professional advancement
of a community college
administrator.

PERSONAL BACKGROUND

We want to ask a few questions about your personal background. All information in the questionnaire is confidential and will not be identified with your name.

Q-41. What is your sex? (Circle number)
1) Male
2) Female

Q-42. What is your racial or ethnic group? (Circle number)

1) Black/Negro/Afro-American
2) Caucasian/White
3) Hispanic
4) Native American/American Indian
5) Oriental
6) Other (please specify) _____

Q-43. Year of Birth: _____

Q-44. Place of Birth: _____
           State   Country, if not United States

If I have not covered the things you consider important in the careers of two-year college administrators, please use this space for your comments. Your suggestions are welcome.

Thank you for taking the time to make your viewpoint known.

Please return the questionnaire in the enclosed stamped envelope. If you would like a copy of the results of this study, please write your name and address on the back of the return envelope.

MAY 20, 2002: INFORMED CONSENT FOR PARTICIPATION IN RESEARCH

My name is Richard Massie and I am a doctoral candidate at the University of Florida, working with Dr. Dale F. Campbell. I am conducting a study to examine and explore the career histories of community college presidents, chief academic officers and chief workforce development officers. This study will investigate: (a) the extent of internal hiring and thus the extent to which there are boundaries between the community college administrative labor market and markets external to postsecondary education; also the extent of hiring from the community college pool itself, exclusive of four-year college personnel; (b) career lines or sequences of positions; (c) entry positions to a postsecondary education career; and (d) level of formal education earned after entry but before assumption of the current position (or the first position of the same title).

I am requesting your participation in this research project. (If appropriate please forward survey to the president, chief academic officer, or chief workforce development officer.) Enclosed is a survey form to complete. You privacy will be protected. All data will be kept confidential to the extent provided by law. You do not have to answer any question you do not wish to answer. There is no anticipated risk, direct benefit, nor compensation for participation. Questions or concerns about the research participants' rights can be directed to the UFIRB office, Box 112250, University of Florida, Gainesville, FL., 32611-2250. Please answer to the best of your ability, estimating where necessary. However, you are free to withdraw your consent and to discontinue participation in the project at any time without prejudice. The survey instrument should only take a few minutes of your time. If you need additional information or have any questions or concerns about the survey please contact me at (618) 634-3245, or Institute of Higher Education, Department of Educational Leadership, Policy, and Foundation, PO Box 117049, Gainesville, FL., 32611. Please sign and return this copy of the letter in the enclosed self-addressed envelope.

The results of this study will be very useful in assisting community colleges prepare more people for higher education leadership roles. Please return the survey by June 15, 2002. Thank you very much for you prompt assistance.

Sincerely,

_____   _____
Dr. Dale Campbell   Richard Massie
Executive Director   Principal Investigator

Participant Information

I have read the procedure described above. I voluntarily agree to participate in the procedure and I have received a copy of this description.

_____   _____
Signature   Date

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BIOGRAPHICAL SKETCH

Richard Massie was born on September 26, 1956, in Chicago, Illinois. He is the son of Mary J. Massie and Isaac Vaughn. As a ward of the state of Illinois, guardianship was provided by the Chicago Child Care Society of Chicago.

At the age of nine he began to live with his foster parents, Luther and Gaytha Price. The Prices were also the parents of Mansel, Yvonne, Luther Jr., and Jarriet. Richard's early childhood and teenage years were spent participating in athletics, primarily baseball and football. He was an above average student at Gillespie Upper Grade Center and Dunbar Vocational High School.

Richard attended Lewis University in Romeoville, Illinois as undergraduate where he graduated with a Bachelor of Arts degree in elementary education and athletic coaching in 1978. He earned a Master of Science degree in teaching reading from the University of Wisconsin at Eau Claire in 1979. He enrolled in the University of Florida College of Education doctoral program in 1997, and graduated in May 2003.

Richard's professional positions have included Residence Hall Director, Reading/Learning Specialist, Director of Multicultural Services, Associate Dean of Students, and Director of the Community College Futures Assembly.

Currently, he is the Vice President of Student and Administrative Services at Shawnee Community College in Ullin, Illinois.

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.
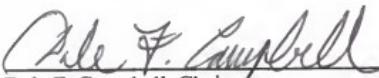
Dale F. Campbell, Chairman
Professor of Educational Leadership,
Policy, and Foundations

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.
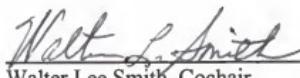
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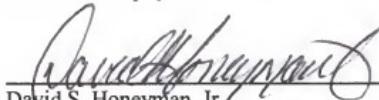
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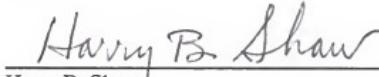
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This dissertation was submitted to the Graduate Faculty of the Department of Educational Leadership, Policy, and Foundations in the College of Education and to the Graduate School and was accepted as partial fulfillment of the requirements for the degree of Doctor of Philosophy.

May 2003
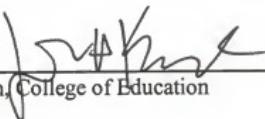
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Dean, Graduate School